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ABSTRACT

This K-6 Career Awareness Curriculum Model is composed of a variety of activities that social studies teachers can use to infuse career awareness into their instructional units. The activities are divided into eight topical sections: (1) Self, (2) Family, (3) Friends, (4) School, (5) Community, (6) Geography, (7) Government, and (8) History. For each activity listed, the following information is provided: materials/resources, level (primary or intermediate), type (entire class or individual), time, instructional objective, procedures, student activity sheet, supplementary resources, and followup activities. (LRA)

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PROJECT BICEP

K-6 Career Awareness Curriculum Model

Career Awareness, Social Studies

Developed by

The staff of PROJECT BICEP in collaboration with
teachers from the Barnstable Public School System

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INTRODUCTION

This booklet is composed of a variety of activities that teachers can use to infuse career awareness into their instructional units. Each of these activities was developed by a teacher from the Barnstable Public Schools and is the result of research in career education and an examination of other available career education materials. After their development, the activities were field tested for one year in Barnstable and three other school districts; the materials were revised based on the field test data and received Massachusetts State Validation for Diffusion.

All the activities reflect the following central goals and subgoals of Project BICEP:

- I. To foster in each child a positive *SELF-CONCEPT* and awareness that demonstrates an appreciation of one's interests, abilities, feelings, values and skills necessary for the encouragement of a realization and acceptance of one's personal and social responsibilities.
 - A. To understand and accept one's self as a unique and important individual.
 - B. To recognize that all people have dignity and worth.
 - C. To realize that individuals differ in their interests, abilities, attitudes and values.
 - D. To appreciate the physical, mental and social traits and characteristics of others.
 - E. To understand that a healthy self-concept influences one's life roles and the ability to achieve self-fulfillment and satisfaction in these roles.
 - F. To know that people must learn to adapt to change and that they assume different roles depending upon changes in themselves and in the world around them.
- II. To develop in each child the *INTERPERSONAL SKILLS* needed to function in and contribute to a variety of social settings.
 - A. To appreciate the basic human needs of others.
 - B. To understand the necessity of and benefits derived from being cognizant of the needs of others.
 - C. To recognize the satisfaction that can be derived from sharing one's time and talents with others.

- D. To be aware that individual characteristics can be a positive or negative influence upon group behavior and interactions.
- E. To be aware of the skills necessary for effective communication in individual and group settings.
- F. To develop successful work behavior, attitudes, skills and responsibilities.
- G. To understand that working together requires trust and the ability to take instructions from others.
- H. To recognize that self-understanding is conducive to more effective relationships with others.
- I. To appreciate the interdependence of people in the development of one's culture.

III. To develop in each child wholesome ATTITUDES TOWARD THE DIGNITY OF WORK and the satisfactions, both personal and economic, which can be derived from meaningful work experience.

- A. To recognize that all work has dignity and benefits society.
- B. To be aware that individuals need to work to preserve and advance society.
- C. To understand that personal attitudes and values have an effect on one's work role, performance and degree of personal success.
- D. To recognize that one's effectiveness is dependent upon the ability to accept and appreciate others while learning to cooperate with them.
- E. To understand that acceptance of personal responsibility is necessary for self-fulfillment.
- F. To recognize the reciprocal nature of behavior.
- G. To understand that pride can come from being able to recognize one's own achievements.
- H. To realize that one's ability to set and pursue meaningful goals influences career development.

IV. To help a child to understand the value and process of rational DECISION MAKING, PLANNING AND PROBLEM SOLVING; through practice, to help one discover facts that influence decisions and actions.

- A. To understand that one must be responsible for one's own behavior.
- B. To recognize that decision-making and choices are based upon one's values.

- C. To recognize that the decision-making process is related to school and life problems.
 - D. To understand that feelings, friends, family, information, values and other factors influence one's choices in making decisions.
 - E. To be aware of factors that influence decisions and the possible present and future consequences of decisions.
 - F. To realize that one must evaluate alternative choices when making decisions.
 - G. To realize that the choice of a life role requires information, decision-making and action.
- V. To develop in each child a knowledge and understanding of OCCUPATIONAL INFORMATION as it applies to life roles.
- A. To realize that every occupation exists for a purpose.
 - B. To understand that occupations require different knowledge, skills and abilities.
 - C. To understand that education and work are related.
 - D. To understand that rules, procedures and decisions are characteristic of both school and work.
 - E. To be aware that avocations, personal interests and talents can be transferred to occupational choices.
 - F. To understand that jobs with similar characteristics may be grouped as job families or career clusters.
 - G. To appreciate that an individual may have many different work roles.
 - H. To realize that occupations and life styles are interrelated.
 - I. To recognize that one's work choice and work location affects the time available for other pursuits.
 - J. To understand that social, environmental and technological changes affect work and one's life style.
 - K. To understand that some occupations within the community and interrelated and interdependent.
- VI. To develop in each child an ECONOMIC AWARENESS as it relates to the world of work.

- A. To recognize the difference between goods and services and between consumers and producers.
- B. To identify and differentiate between needs and wants.
- C. To understand that the concept of work often includes paid and unpaid activities.
- D. To understand that social and economic changes within a society have an effect on one's work role.
- E. To recognize that leisure time activities relate directly to one's life style and economic independence.
- F. To recognize that increased competency generally results in increased remuneration.
- G. To recognize the need to conserve personal and natural resources.

The activities are divided into topical sections and each activity is cross referenced to one of the BICEP goals. The activities do not indicate a specific grade level because this may differ from one school district to another; however, an approximate level of use--primary (K-3) or intermediate (4-6)--is recommended for each activity.

"Type of Activity" is identified to reflect the most appropriate classroom arrangement for each activity--entire class, small group, partners, individual (independent projects). Also included are "Time Estimates." A class period refers to 20-30 minutes for a primary group and 40-50 minutes for intermediate groups. "Materials-Resources" needed for each activity are listed along with specific "Procedures" for the teacher to follow. "Follow-Up Activities," "Supplementary Resources" and space for "Teacher Notes" are provided for each activity. Many of the activities also include student activity sheets. In addition, the booklet also contains a cross reference matrix that indicates uses of each activity, the relationship of the activity to the subgoals of Project BICEP, the relationship of the activity to other topical areas as well as a bibliography of additional resources.

The clear instructions, careful organization and wide variety make the activities in this booklet a ready resource for teachers interested in infusing career awareness into their teaching.

Self

NAME TAG PENDANTS



MATERIALS/RESOURCES

Oaktag Cut To 6" X 9" Dimensions
Paper Punch
Felt Pens or Magic Markers
Scissors
String, Yarn or Raw Hide for Hanging
Crayons

DETAILS

LEVEL: Primary
TYPE: Entire Class
Individual
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Students will design personal name tags identifying their own personal characteristics and personality.

PROCEDURES

Optional

Prior to beginning this activity, the teacher may wish to show and discuss any number of filmstrips/cassettes/books relating to self concept and the positive feeling that this activity should generate. BICEP Writers recommend using the Kindle # 1 and 2 Series that are listed in the supplemental resources as motivators for creating a positive feeling.

FIRST CLASS PERIOD

1. Place on the front chalkboard or on separate pieces of experience chart paper the names of each of the students.
2. Ask the class and individuals to identify personal things they know about one another or words to describe one another or things that people like and are good at doing. It is very important for the teacher to guide this discussion so that only positive things are mentioned.
3. Place on each person's experience chart paper the words and ideas that come up from the group. Ask individuals to contribute to their own chart and record responses. Search out things about the personalities that the students are proud to share. Accept any reasonable response. If there is a negative thing mentioned, try to encourage the positive thing to replace it. A student might be obese and feel uncomfortable about this situation. It is up to the teacher to direct the discussion to something about the person that is more positive, such as a good sport, a good sense of humor, a person who is good at numbers etc.
4. Try before the end of the first class period to have listed at least two things for each child.

SELF

PROCEDURES Continued

SECOND CLASS PERIOD

5. Distribute to the students the pre-cut pieces of oaktag. Demonstrate how it can be used..as one full sheet or measured into fourths so that each block can stand for one part of the person's personality. The picture on this page will clarify this direction. Students who have some sense of the use of a ruler can try to measure off into fourths while others can use crayon or magic markers to divide the sections.
6. Have students print their names on the blank side of the oaktag that has not been divided into fourths. Encourage the students to use the colors that they like particularly and to print large and dark so that all can see the name when it is worn as a name tag pendant.
7. Place on the side that is divided into fourths any or all of the following ideas:
 - Draw an animal you would like to be today.
 - Draw the thing that you like best to do when you are not in school
 - Write the name of your best friend and draw the friend's picture.
 - Write one word that describes you as a person.
 - Draw a picture of your home.
 - Draw a picture of you doing something that you like to do with your family.
 - Draw a picture of your favorite toy.
 - Draw a picture of what you would like to be when you grow up.

Include other ideas based on the needs and sophistication of the group.

8. String each student's pendant upon completion and let students wear their name tags with pride.
9. Share what each has put on their name tag with the rest of the class.

Note To Teacher: It would make the activity complete if the teacher were to make a name tag pendant along with the students and wear his/hers along with the boys and girls.



SELF

SUPPLEMENTARY RESOURCES

TEACHER AND STUDENT

Kindle # 1, Who Am I? Englewood Cliffs, N.J., Scholastic Publications, Inc., 1970 (BICEP 4000).

Kindle # 2, How Do I Learn? Englewood Cliffs, N.J., Scholastic Publications, Inc., 1970 (BICEP 4001).

TEACHER

Canfield, Jack and Wells, Harold. 100 Ways To Enhance Self-Concept in the Classroom. Englewood Cliffs, N.J., Prentice-Halls, Inc., 1976 (BICEP 2508).

FOLLOW-UP ACTIVITIES

Students might like to design name tag pendants for their teachers, the school workers, or their parents showing things and personal traits that they like and admire in these different groups of individuals.

TEACHER'S NOTES

SELF

**MATERIALS/RESOURCES**

Paper
 Markers/Crayons
 Clay/Play Dough
 12" x 18" Pieces of Plywood
 Miniature Buildings, Trees, etc. (Optional)

DETAILS

LEVEL: Primary
TYPE: Entire Class
 Individual
TIME: One to Two
 Class Periods

INSTRUCTIONAL OBJECTIVE

After a discussion of feelings evoked by various environments at home or at school, students will construct a model of the places in which they feel the most and least comfortable.

PROCEDURES

1. Discuss environmental influences on feelings. How do the people and situations in a particular place make you comfortable or uncomfortable? Some examples to enhance this discussion might be:

"Do you feel the same way in the principal's office as you do in the gym?"

"Do you feel the same way in your own home as you do in a place far away from home?"

"Do you feel the same way on a hot muggy day as you do on a cool crisp October morning?"



"Do you feel the same way at a piano recital as you do out playing in your tree house?"

2. Have students picture or model the areas (in school, neighborhood or at home) that make them most and least comfortable.
3. Distribute materials. Make sure to give students options as to how they will "picture" their most comfortable and least comfortable place. Do not insist that all students do both.

SELF

SUPPLEMENTARY RESOURCES

TEACHER

"Awareness Centers" Project GROW Activity Card #3, Grades 3-6. State of Florida Dept. of Education, 1975 (BICEP 3126).

Jenkins, Jeanne and MacDonald, Pam. Growing Up Equal. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1979 (BICEP 3151).

"Me, Myself and Maybe", Bread and Butterflies Television Series. Agency for Instructional Television, 1974 (BICEP).

STUDENTS

Conta, Marcia and Reardon, Maureen. Feelings Between Friends. Milwaukee, Wisconsin.: Advanced Learning Concepts, Inc., 1974 (BICEP 9058).

Liner, Morton A. "I Have Feelings", Self Awareness Fun Task Cards. Los Angeles, Calif.: Wise Owl Publications, 1975 (BICEP 9189).

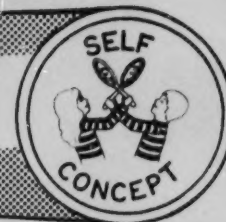
FOLLOW-UP ACTIVITIES

An additional activity could be for students to fantasize what jobs would make them feel most comfortable and least comfortable when they are grown up. This will reveal personal preferences and help the students ascertain how much accuracy students have about different jobs.

TEACHER'S NOTES

SELF

CLOCK - OF - LIFE



MATERIALS/RESOURCES

Paper (Paper Plates)
Markers or Crayons
Brass Fasteners

DETAILS

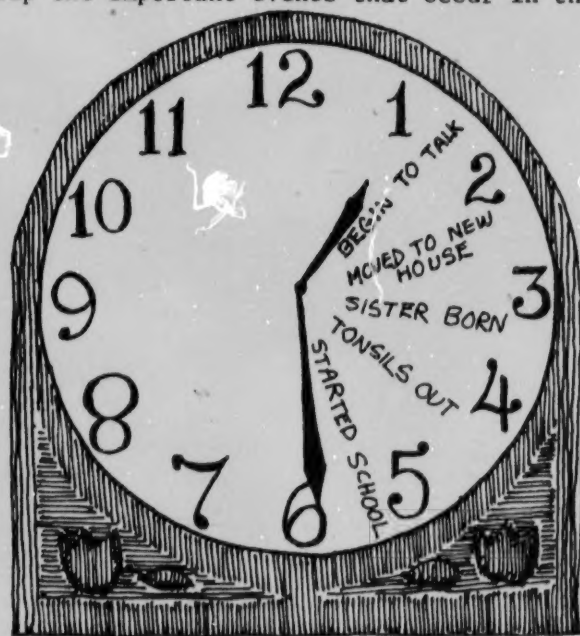
LEVEL: Primary
TYPE: Entire Class
Small Groups
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After discussing important events in their lives, students will create a "Clock-of-Life" showing important happenings in each year.

PROCEDURES

1. Discuss with the group the important events that occur in their lives. (See clock below.)



2. Using numbers on a clock to represent ages, have each student prepare an individual "clock" showing one important thing that happened at each age.

SELF

SUPPLEMENTARY RESOURCES

STUDENTS

Farnette, Cherrie et al. I've Got Me and I'm Glad, "Interests Change". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3047).

Liner, Morton A. In Search of One's Self, Multi-Leveled Task Cards. Los Angeles, Calif.: Wise Owl Publications, 1975 (BICEP 9192).

TEACHER AND STUDENTS

Kindle "Who am I" Series. Englewood Cliffs, N.J.: Scholastic Magazines, 1970 (BICEP 4000).

FOLLOW-UP ACTIVITIES

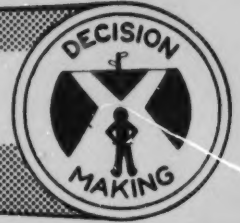
A time line may be used rather than a clock for intermediate students.

Students could also make a family clock using the hands and hours on the clock as the years of their parents' marriage.

TEACHER'S NOTES

SELF

WHO DECIDES WHAT?



MATERIALS/RESOURCES

Paper
Pencils
Chart Paper
"Who Decides What?" Worksheet
Tape Recorders (Optional)

DETAILS

LEVEL: Primary/Intermediate
TYPE: Entire Class
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Given a variety of decision-making situations, the students will identify the people and circumstances involved in making that decision.

PROCEDURES

1. Identify with the class a situation which requires a decision.
 - When to have a class party
 - When to take a school trip
 - When to close school because of weather conditions
 - What to offer as a reward for class achievement
 - How to show appreciation to community guests
 - What to give to school as a class gift
 - How to raise money to purchase a class gift
2. List with the class all people affected by the decision. This could be done in small groups with recorders or as a large group, listing people on the board or on chart paper.
3. With the class, identify each person listed and determine whether the person must make the decision or is he/she simply affected by it. This could be done in small groups. Each group must justify their choice of people listed.
4. Identify people whose jobs/careers require them to make frequent decisions. Such people might include:

Business Executive
Surgeon
Air Traffic Controller
Parent

President
Police Officer
Teacher
Lawyer

SELF

PROCEDURES Continued

5. Repeat process of identifying whether these workers make decisions or are simply affected by the decision. Each student that responds to this discussion point must justify his/her position.
6. Discuss open-ended situations where students must discuss what one does when they need something and the means by which they obtain same. Examples for this discussion might include:
 - A person who wishes to buy a used car
 - A person who wishes to rent an apartment
 - A person who needs a loan for repairs on his/her home
 - A person who needs discipline to save money
 - A person who wishes to prepare a luncheon for fifty people
 - A person who wants to have "live" music at a birthday party.
7. Have students discuss the people that are involved in these decisions as well as the considerations necessary before these decisions can be reached.
8. Culminate this activity by distributing "Who Decides What?" worksheet. Instruct students to consider alternatives for the situations and then create at least one situation of their own.

SELF

STUDENT ACTIVITY SHEET

WHO DECIDES WHAT?

The following situations are ones you, your friends, or your parents might easily face. Describe what you would do if you were faced with these situations.

You and your family have just moved into a new city neighborhood from a small New England Village where you have lived all your life and know everyone in your neighborhood very well. A Fourth of July neighborhood cookout is being planned in your new location with everyone joining in the festivities. But you haven't been able to make any new friends. Everyone seems to be so "stand-offish". What will you do the day of the cookout?

Your math teacher requires that homework be done and passed in promptly each Tuesday and Thursday morning when you come to class. You went to the Little League game Monday night and because the game went to extra innings, you didn't get your assignment done. If you don't have your work done for Tuesday morning, you suffer losing the good grade that you were expecting to get on this report card because this teacher doesn't take to "exceptions" when the homework isn't completed. What will you do?

Every morning you seem to be getting up later and later. You just don't get up when the alarm goes off but turn over and snooze for just a few extra minutes. But now your tardiness has resulted in the possibility that you will lose your responsibility of being a school crossing guard, a position you enjoy very much. How will you solve the problem of increased tardiness at school?

SUPPLEMENTARY RESOURCES

TEACHER

Casteel, J. Doyle. Learning To Think and Choose: Decision Making for the Middle Grades. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978 (BICEP 3135).

"Decisions, Decisions", Bread and Butterflies Television Series. Agency for Instructional Television, 1974 (BICEP).

STUDENT

Burns, Marilyn. The Book of Think or How To Solve a Problem Twice Your Size. Boston, Mass.: Little Brown & Co., 1976 (BICEP 9275).

Farnette, Cherrie et al. I've Got Me and I'm Glad. Nashville, Tenn.: Incentive Publications, Inc., 1977, pp. 42-50, Worksheets for student use (BICEP 3047).

Farnette, Cherrie et al. People Need Each Other. Nashville, Tenn.: Incentive Publications, Inc., 1979, p. 32 (BICEP 3150).

FOLLOW-UP ACTIVITIES

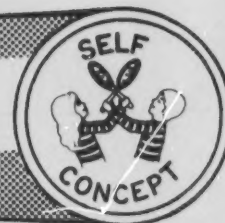
Students could follow up this activity by discussing the types of decisions that families must make when they move from one location to another. If new job opportunities arise for either parent, types of considerations are necessary before they accept a new position and a family move?

- Stability of the new job situation
- Opportunities for advancement
- Accessibility to good educational institutions for the children
- Location of new place to live
- Arrangements for moving family and possessions to new location
- Hardships incurred by leaving close friends, family and associations

TEACHER'S NOTES

SELF

INSIGHT INSIGNIA



MATERIALS/RESOURCES

Heavy Paper or Poster Board
Marking Pens
Magazines
Snapshots (Optional)
"Insight Insignia" Worksheet

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
Individual
TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Following a discussion of "Coat of Arms" and ancestry, students will design and construct their own coat of arms related to their likes and dislikes.

PROCEDURES

1. Discuss the meanings of "Coat of Arms" and ancestry. An explanation of the individual pride associated with the medieval coverings on armor will provide a setting for students to display their own personalities.
2. Discuss with students the directions for designing their own "Coat of Arms". These are listed on the "Insight Insignia" Worksheet.
3. Distribute materials to students or set materials aside in a learning station.
4. Provide time for students to create their own personal "Coat of Arms".
5. Display finished creations of students.



STUDENT ACTIVITY SHEET

INSIGHT INSIGNIA

Directions for Designing a "Coat of Arms"

When you design your own "coat of arms" you are really depicting your own personality. You are sharing your personal feelings with those who will observe your creation.

It is not necessary to draw your "coat of arms". You may cut out pictures, create designs, or use symbols to share your ideas with others.

If you wish to segment your "coat of arms" in order to highlight some of your feelings, the following questions might give you "food for thought".

What would you consider to be three things that you are good at .. things you feel you do well in or excel in?

What do you regard as your greatest personal achievement, the thing that you have done in your life that has made you most proud?

What is the one thing that other people can do to make you most happy? The "people" you include can be your family, your friends, your teachers, your heroes. But make sure that you eventually select only one thing.

What do you regard as your greatest personal failure, something that you have not done as well as you would have liked to .. for any number of reasons?

What would you choose to do if you had only one year to live and were guaranteed success in whatever you attempted? Think carefully of all the choices available to you.

What three things would you most like to be said of you if you were to die today? This really involves your thinking about your own values and what you treasure and cherish most in life. This segment of your "coat of arms" will take some thinking.



SELF

SUPPLEMENTARY RESOURCES

TEACHER

Farnette, Cherrie et al. At Least A Thousand Things To Do. "Career Coat of Arms." Nashville, Tenn.: Incentive Publications, 1977, p. 87 (BICEP 3046).

Kaplan, Sandra N. The Big Book of People and Words. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1976, "Ethnic Heritage Cards" (BICEP 3141).

Simon, Sidney. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York, N. Y: Hart Publishing Co., 1972 (BICEP 2527).

STUDENTS

Sidley, Elayne. Values. Carson, Calif.: Educational Insights, p. 2 (BICEP 3277).

TEACHER AND STUDENTS

"Different People Have Different Values." Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1154).

FOLLOW-UP ACTIVITIES

Students might wish to study medieval history as part of their social studies program. In that way they could relate the occupations of the people in medieval times and their code of ethics as compared to today's modern society. Students could design a medieval society and culminate with a medieval fair.

TEACHER'S NOTES

**MATERIALS/RESOURCES**

Old Wax Crayons
Coffee Cans
Etching Tools
Hot Plate
Newspapers

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
Individual
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having researched and discussed the first metal money minting, the students will design and create their own special coins from melted wax crayons honoring something of importance to them.

PROCEDURES

1. Have students research the first metal money, government mints and the process of minting. Discuss individuals they see portrayed on coins.
2. Share these findings with the class through class discussion.
 - Where was the first metal money used?
 - What is currency?
 - What is a mint?
 - How many mints are there in the United States?
 - Where are they located?
 - How do you know where a coin has been minted?
 - How are people chosen to have their image or accomplishments portrayed on a postal stamp?
3. Collect used wax crayons. Cover desks of "minting area" with newspapers. Melt crayons in a coffee can. Make coins of desired sizes and shapes while the wax is still pliable.

SELF

PROCEDURES Continued

4. Create individual designs on the wax coins representing something of importance to the creator. Allow the wax to cool slightly. Use etching tools for the details.
5. Remove damaged wax coins and start your own working mint with the remaining wax in the coffee can.
6. Display coins in the class and ask students to share their coins with each other.



SUPPLEMENTARY RESOURCES

TEACHER

Robinson, Barbara A. Hands-On Career Awareness Projects In The Elementary School. N. J. Dept. of Education, 1977 (BICEP 3202).

TEACHER AND STUDENTS

How Money Is Made. Mahwah, N.J.: Educational Reading Services, 1971 (BICEP 4024e).

Katzman, Carol et al. Economy Size From Barter to Business With Ideas, Activities, And Poems. Santa Monica, Calif.: Goodyear Publishing Co., 1978 (BICEP 3054).

STUDENT

Rosenfeld, Sam. Story of Coins. Irvington on Hudson, New York, Harvey House, 1968 (BWB).

Gelinas, Paul. The How and Why Wonder Book of Coins and Currency. New York, N.Y., 1965 (BWB).

FOLLOW-UP ACTIVITIES

A visit to the classroom by a numismatist would create an awareness by students of a career relating to minting. A numismatist values coins and studies their origins.

TEACHER'S NOTES

SELF

TIME'S A-FLYING



MATERIALS/RESOURCES

"Time's A-Flying" Worksheets

DETAILS

LEVEL: Primary/Intermediate

TYPE: Individual

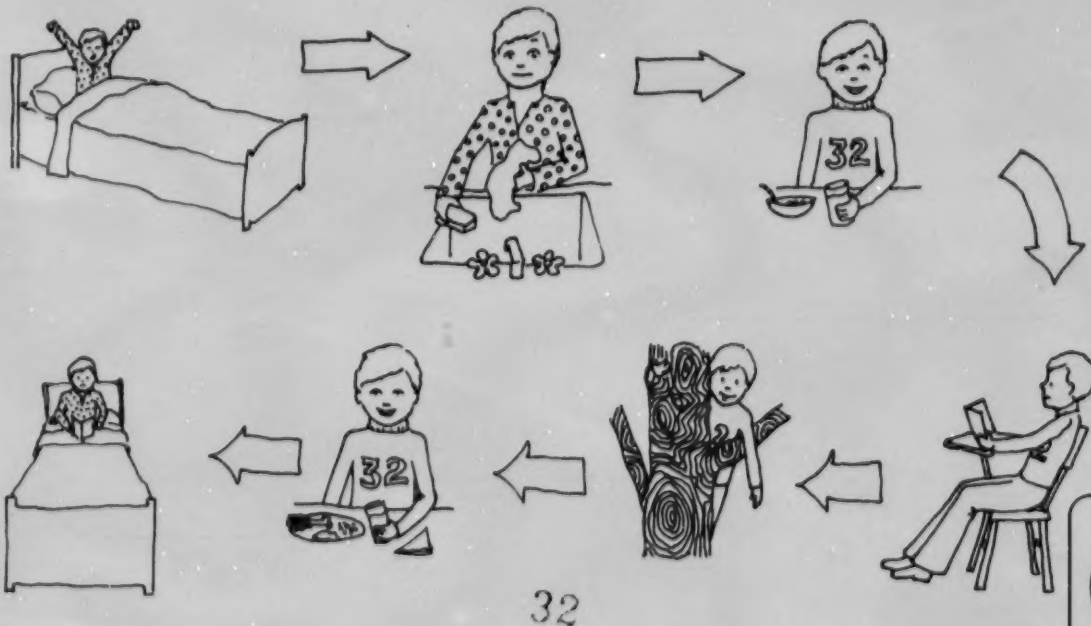
TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Given an opportunity to discuss daily activities in their own lives, students will evaluate their own use of time and make value judgments about that use.

PROCEDURES

1. Discuss all the varied activities which make up an individual's day.
2. Explain "Time's A-Flying" worksheet #1. Ask students to complete it.



PROCEDURES Continued

3. Follow up with evaluation questionnaire (Worksheet #2).

4. Use questions such as those below to aid in this process.

- What was the high point of this week for you?
- What was one thing you learned about yourself this week?
- How could this week have been better for you?
- Identify at least two decisions you made this week.
- What resulted from these decisions?
- Are there things that happened to you this week that still need attention during the coming week?

SELF

STUDENT ACTIVITY SHEET

TIME'S A-FLYING

MY DAILY ACTIVITIES WORKSHEET

Check the Proper Columns.

TIME	WHAT DID YOU DO?	ALONE	WITH OTHERS	ENJOYED	DID NOT ENJOY
A.M.					
5:00 - 6:00					
6:00 - 7:00					
7:00 - 8:00					
8:00 - 9:00					
9:00 - 10:00					
10:00 - 11:00					
11:00 - 12:00					
P.M.					
12:00 - 1:00					
1:00 - 2:00					
2:00 - 3:00					
3:00 - 4:00					
4:00 - 5:00					
5:00 - 6:00					
6:00 - 7:00					
7:00 - 8:00					
8:00 - 9:00					
9:00 - 10:00					
10:00 - 11:00					
11:00 - 12:00					
A.M.					
12:00 - 1:00					
1:00 - 2:00					
2:00 - 3:00					
3:00 - 4:00					
4:00 - 5:00					

SELF

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STUDENT ACTIVITY SHEET

TIME'S A-FLYING

Worksheet #2

Count up your responses and answer these questions:

1. What did you spend the most time doing?
2. Did you enjoy yourself:
 - a. Most of the time
 - b. Some of the time
 - c. None of the time
3. Did you spend more time alone - or with others?

4. How much time did you spend:

Sleeping _____

Going to School _____

Eating _____

Watching T.V. _____

Working _____

Playing _____

5. Would you change some things about your day?
What?

If so,

If not, why not?

SELF

SUPPLEMENTARY RESOURCES

TEACHER

Farnette, Cherrie et al. At Least a Thousand Things To Do. Nashville, Tenn.: Incentive Publications, 1977, "Time Span", p. 103 (BICEP 3046).

Kaplan, Sandra N. The Big Book of Independent Study. Pacific Palisades, Calif.: Goodyear Publications Co., Inc., 1976 (BICEP 3139). "Record Keeping Worksheets", (BICEP 3139).

FOLLOW-UP ACTIVITIES

This activity could be expanded by having students begin diaries, logging their in-school activities, etc. Some might enjoy making a T.V. log for themselves and their families.

TEACHER'S NOTES

HOW MUCH, HOW WELL, AND HOW FAST PRODUCTIVITY



MATERIALS/RESOURCES

"How Much, How Well, and How Fast Productivity"
Worksheet

Pencils

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

After a discussion of productivity, the students will illustrate on a chart how they complete specific tasks during their school day.

PROCEDURES

BACKGROUND INFORMATION

"The word Productivity means How Much can be done Well, and How Fast it can be done. In the United States the amount of goods made by each worker for each hour of work has been increasing. The rate of productivity has been increasing about three percent a year for the last twenty-five years. This is what is meant by the term 'increased productivity .' " (See Supplementary Resources "Career World I".)

1. After discussing the statement above, tell the students that they each have a productivity rate for any given task such as washing the car, writing a letter, doing the dishes, cleaning up to go home from school, etc. If a person can do a task in less time than usual, he has increased productivity. If he takes the same amount of time, his productivity stands still. If he takes more time, his productivity drops. If any job is done poorly, productivity also drops.
2. Distribute the "How Much, How Well, and How Fast Productivity" worksheet.
3. Instruct the students that they will keep track of the time it takes to accomplish five tasks over the course of four days. They will then determine if their productivity rises, drops, or stays the same.

NOTE: Pick tasks that must be done daily.

SELF

PROCEDURES Continued

4. Find the average time it has taken to complete a given task after completing the chart on the fourth day. On the fifth day, record the time it takes. Determine whether the productivity rate changed.
5. Discuss the results. Focus a discussion on reasons why productivity rates may vary (being upset, not getting enough sleep, eating balanced meals, feeling good, family argument, or other similar disturbances which can sometimes affect one's daily routine).



STUDENT ACTIVITY SHEET

HOW MUCH, HOW WELL, AND HOW FAST
PRODUCTIVITY

PERSONAL PRODUCTIVITY INVENTORY

Directions: Measure your productivity at tasks you do often, such as making the bed, emptying the garbage, etc.

List five tasks that you do each day. Time how long it takes you to accomplish each task each day. On the fifth day, find the average time for all four days, and then do the task the fifth time. Write it under Today's Time. Compare the results. Is your productivity up, down, or standing still?

Task	Time It Takes To Accomplish				Average Time	Today's Time
	Day 1	Day 2	Day 3	Day 4		
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						



SELF

SUPPLEMENTARY RESOURCES

TEACHER

Forte, Imogene and MacKenzie, Joy. The Teacher's Planning Pak and Guide to Individualized Instruction. Nashville, Tenn.: Incentive Publications, 1978 (BICEP 3087).

McDonald's Economics Action Pack. McDonald's Corporation, 1976 (BICEP 3155).

STUDENT MATERIALS

Farnette, Cherrie et al. I've Got Me and I'm Glad, "Percepto Graph". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3047).

Kaplan, Sandra N. The Big Book of Independent Study, "Record Keeping Worksheets". Pacific Palisades, Calif.: Goodyear Publications Co., Inc., 1976 (BICEP 3139).

Career World I. Highwood, Ill.: Working Better/Living Better - Increased Productivity. February 1978 (BICEP).

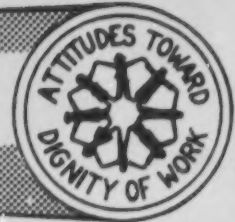
FOLLOW-UP ACTIVITIES

Possibly discuss how living better (high standard of living) is directly related to working better.

TEACHER'S NOTES

SELF

REWARDS FOR A JOB WELL DONE



MATERIALS/RESOURCES

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Following a discussion on the long range benefits of work, students will experience a simulation of immediate and long range rewards.

PROCEDURES

1. Give a short test on something students have recently studied.
2. Collect papers and quickly grade and return half of them.
3. Explain to the other half that there will be some delay before their papers are corrected, if they will be corrected at all. Observe reactions of students. Then tell them the value of the test should come from what they had learned, not from what they will receive for a mark.
4. Based upon reactions (probably protests), initiate a discussion about workers who seldom get a chance to see immediate results of their efforts (teachers, clergy, counselors). Workers in areas such as these have careers which do not always see immediate results in those with whom they work:

Gardener

Teacher

Minister

Counselor

Nurse/Doctor

Scientist

Mother/Father

Psychologist

Psychiatrist

SELF

PROCEDURES Continued

5. Contrast the satisfactions of workers whose work results in a tangible, finished product (factory worker, artist, auto mechanic). Other jobs that show immediate rewards are:

Salesperson

Fisherperson

Waiter/Waitress

Builder

Athlete

Beautician

Electrician

Florist

Painter

Singer

Firefighter

6. Culminate activity by discussing how people's needs for recognition sometimes affect whether they want and expect immediate as opposed to long range rewards.
7. Do not force value judgment on students but leave activity open-ended so other situations may cause greater understanding.

SUPPLEMENTARY RESOURCES

TEACHER

Career Education Infusion in Social Studies in Junior High/Middle School. Utah State Board of Education, 1977 (BICEP 1121).

What Do You Want To Be? Series. Prentice-Hall Media, Inc., 1974 (BICEP 4031).

STUDENTS

Karlin, M. and Margules, M. Pathways to Careers. New York: Globe Book Co., Inc., 1975 (BICEP 9160).

Rewards For Work, Upper Primary Life Centered Curriculum Program. Syracuse, N. Y., 1974 (BICEP 3241).

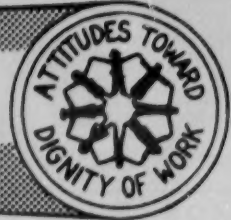
FOLLOW-UP ACTIVITIES

Students may wish to discuss how famous people get recognition and are rewarded for their work/careers. Examples of the Academy of Television Arts and Sciences (The Emmy Awards); The Sports World (Cooperstown Baseball Hall of Fame); Recording Artists (Gold Records); Pioneers in Many Fields (U. S. postage stamps designed with their images); Overnight sensations (T-shirts); Humanitarians (Buildings and Monuments erected in their memories).

TEACHER'S NOTES

SELF

REWARDS OF WORK



MATERIALS/RESOURCES

"Rewards of Work" Worksheet
Composition Paper
Magazines
Scissors

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

After completion of "Rewards of Work" questionnaire, students will compile results on a graph to see what things most people generally value.

PROCEDURES

1. To integrate this activity into reading/language arts curriculum, review stories students have already read. Identify characters and the jobs they did. Discuss the rewards or satisfactions these characters might get from their jobs. Students could identify:
 - Fictional characters (e.g., Scrooge in Christmas Carol)
 - Biography (e.g., Edison, Leonardo da Vinci)
 - Television Personalities (Fictional) (e.g., Ted Baxter in Mary Tyler Moore Show)
 - Television Personalities (Real) (e.g., Barbara Walters)
2. Have the class draw up a list of rewards or satisfactions to be gained from working.
3. Using this list or the "Rewards of Work" worksheet, have students survey at least three working adults to rank the list. Encourage students to poll volunteer workers as well as salaried workers. Encourage students to poll both male and female workers. Encourage students to poll young, middle aged and elderly workers.
4. At the end of the week have students compile their lists on a master sheet or on the board to see what rewards are most generally valued.
5. Compare the results and discuss the broad range of worker satisfaction.

SELF

PROCEDURES Continued

6. Have students rank the items themselves to see how their feelings compare with adult responses.
7. Have students write essays about themselves which will describe at least three important rewards of working they would like to attain when they are older.
8. (Optional) Have students cut pictures from magazines which represent the reasons why people work and label each picture with the appropriate reason. The class can then make a bulletin board as a culmination of this activity.

SELF

STUDENT ACTIVITY SHEET

REWARDS OF WORK

OCCUPATION/CAREER: _____

Our class is studying the rewards and satisfaction people gain from work. Please check the appropriate column which best reflects your feelings about your present work.

	Very Important	Important	Not Very Important
1. Learning new things			
2. Good working conditions			
3. Self satisfaction			
4. Money - Good pay			
5. Opportunity for interaction with other people			
6. Opportunity to accomplish something			
7. Having something to do with my time			
8. Being my own boss			
9. Recognition, status			
10. Variety of tasks, something different all the time			
11. Chance to help others			
12. Security			
(More can be added as desired)			

SUPPLEMENTARY RESOURCES

TEACHER

Explore, Unit 2/Who? What? When? Why? Multi-media Kit with Logbook and Activity Sheets. Scholastic Book Services, pp. 98-119, "Why People Work" (BICEP 4043).

"Success Story", Bread and Butterflies Television Series. Agency for Instructional Television, 1974 (BICEP).

Teacher-Developed Infused Curriculum Modules, Career Education Grades 4-6, All Subjects. Texas Education Agency. Partners in Career Education, 1977, pp. 73-75 (BICEP 3163).

"Worker Interviews" Career Awareness/Exploration Curriculum Kit, Grades 4-8, Program One. P.I. No. 1.2.1, Portland, Oregon, Continuing Education Publications (BICEP 1084).

FOLLOW-UP ACTIVITIES

A supplementary activity worth considering for a better understanding of why people work would be to have students interview three people in the same occupation and ask each one to state his/her reasons for working and also his/her attitudes toward that occupation. The responses could then be shared with the entire group and perhaps lead to graphing similar responses.

TEACHER'S NOTES

SELF

HOBBY-CAREER MATCH



MATERIALS/RESOURCES

"Hobby Corner" Space or Learning Center
Books, Media Related to Hobbies
"Hobby-Career Match" Worksheet and Answer Key

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: Four Class Periods

INSTRUCTIONAL OBJECTIVE

Students will be able to identify hobbies and things done in their leisure time, relate the hobby to a work role or career and construct a class chart of hobbies and job roles.

PROCEDURES

Prior to beginning the activity, the teacher may wish to ask students to bring in samples of their hobbies to class. A "Hobby Corner" should be arranged so there will be adequate room for display thereby establishing a climate which encourages self-worth and individuality.

FIRST CLASS PERIOD

1. Begin activity with students sharing their hobbies with rest of classmates. Sharing presentations should include:
 - How they became interested in the hobby
 - Why they like to spend their leisure time on this hobby
 - Unusual aspects of the hobby or other special things related to the hobby.
2. If some students don't bring in any hobbies to share, arrange a private conference with them to explore things they do well, things they enjoy doing in their free time and help them contribute something to the "Hobby Corner".

SECOND CLASS PERIOD

3. Direct focus of activity to the concept that hobbies, special talents and interests can become careers. Help students to identify ways that this can occur. Discussion topics could include the following:

SELF

PROCEDURES Continued

- A talent (playing the piano, dancing, working with one's hands) can become a career through long hours of practice and training.
- A hobby (playing golf, swimming, deep sea fishing) can become a career if one lives in an area where there is a need for this type of job.
- An interest (collecting stamps, planting flowers, writing poetry) can become a career if the person chooses to be self-employed or is willing to choose a lifestyle that has an income appropriate to the interest.
- A hobby (making doll's clothing, taking care of pets) can become a career if the skill can be increased by study and on the job training.

THIRD CLASS PERIOD

4. Direct attention to hobbies, special talents and interests which students brought to class.
5. Have students make a class chart of their hobbies and related career choices. In order to gain insights into possible work roles, provide students with books and occupational materials which relate directly to the hobbies identified.
6. Have students interview parents, people in their neighborhood or workers about personal hobbies to see if their early interests influenced their adult career choices. Suggested questions students might ask others are listed below:
 - When you were young, what did you do in your leisure time?
 - What hobbies did you have?
 - Did your hobbies and special interests affect your career choice?
 - How do you spend your leisure time now?
 - What hobbies do you have now?

FOURTH CLASS PERIOD

7. Culminate the activity by distributing the "Hobby-Career Match" worksheet. Have students complete the activity independently.



SELF

STUDENT ACTIVITY SHEET

HOBBY-CAREER MATCH

DIRECTIONS: Many people have hobbies that can easily be careers and profitable occupations. Match the hobby or leisure time activity with a related career/occupation.

- | | |
|------------------------|-------------------------------------|
| 1. Writing stories | ___ Pro Shop Owner |
| 2. Singing | ___ Postal Worker |
| 3. Collecting Stamps | ___ Builder |
| 4. Playing Golf | ___ Veterinarian |
| 5. Cooking | ___ Teacher |
| 6. Sewing | ___ Card Designer |
| 7. Boating | ___ Singer Sewing Center Instructor |
| 8. Carpentry | ___ Nutritionist |
| 9. Arts & Crafts | ___ Author |
| 10. Gardening | ___ Recording Artist |
| 11. Animals | ___ Dock Attendant |
| 12. Children | ___ Tree Nursery Worker |
| 13. Dancing | ___ Naturalist |
| 14. Collecting Insects | ___ Choreographer |



STUDENT ACTIVITY SHEET

HOBBY-CAREER MATCH

DIRECTIONS: Many people have hobbies that can easily be careers and profitable occupations. Match the hobby or leisure time activity with a related career/occupation.

- | | |
|------------------------|--|
| 1. Writing stories | <u>4</u> Pro Shop Owner |
| 2. Singing | <u>3</u> Postal Worker |
| 3. Collecting Stamps | <u>8</u> Builder |
| 4. Playing Golf | <u>11</u> Veterinarian |
| 5. Cooking | <u>12</u> Teacher |
| 6. Sewing | <u>9</u> Card Designer |
| 7. Boating | <u>6</u> Singer Sewing Center Instructor |
| 8. Carpentry | <u>5</u> Nutritionist |
| 9. Arts & Crafts | <u>1</u> Author |
| 10. Gardening | <u>2</u> Recording Artist |
| 11. Animals | <u>7</u> Dock Attendant |
| 12. Children | <u>10</u> Tree Nursery Worker |
| 13. Dancing | <u>14</u> Naturalist |
| 14. Collecting Insects | <u>13</u> Choreographer |

SELF

SUPPLEMENTARY RESOURCES

TEACHER

Laws, Lee. Elementary Guide for Career Development, Grades 1-6. Austin Texas, Education Service Center, 1970, pp. 115-118 and 220-226 (BICEP 3027).

STUDENT

Witte, Carol R., The Career Workbook, Elementary. Manhattan Beach, Calif., Teachers, 1978, "Kids at Work", p. 31 (BICEP 3157).

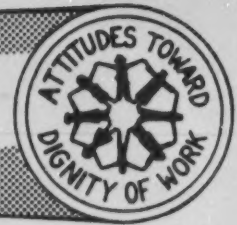
TEACHER AND STUDENTS

Farnette, Cherrie et al., Cents-Abilities. Nashville, Tenn., Incentive Publications, Inc., 1979, "Profitable Hobbies" and Hobby Message", pp. 20,21 (BICEP 3316).

FOLLOW-UP ACTIVITIES

Students and teacher may wish to have a hobby fair. They could display their special interests in the hope that others might become interested in a variety of leisure time activities.

TEACHER'S NOTES



MATERIALS/RESOURCES

"Why Do I Work?" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Small Group

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Following a discussion of personal goals, students will identify economic and non-economic reasons why people work.

PROCEDURES

1. Divide the class into small groups.
2. Ask each group to list at least three (3) reasons why people work. Some examples are:

Good grades

Friends' approval

To please themselves

To please parents

To learn how to do things

Good salary

Meeting or helping others

Extra benefits

Feeling of self-improvement

Interest in that job since early childhood



SELF

PROCEDURES Continued

For money

For pleasure

For competition

Enjoy their work

Freedom of choice

Self-satisfaction

Gives them things that money can buy

Good working conditions

A chance to advance and be promoted

3. Allow groups about ten minutes to complete this task and then ask the groups to report their findings. As groups report, list the responses on the board.
4. After the reasons are on the board, introduce the terms "economic" and "non-economic" and have the students group their reasons into these categories. The final list will look like the sample below.

Food

Clothing . . . ECONOMIC

Shelter

Fame

Personal Satisfaction

Companionship . . . NON-ECONOMIC

Keep busy

Personal Challenge

5. After the reasons are categorized, ask the students to identify some occupations and tell whether people would enter them primarily for economic or non-economic reasons (e.g., sculptor - non-economic; land speculator - economic).

VARIATIONS

Students may wish to create some role playing situations on the theme of work ethics. The teacher may provide the situations or the students may create their own.

A conversation between a woman who does not need to work in order to contribute to the family income and a woman who does may be a role playing topic.

A man who could well afford to retire but does not want to because he enjoys his work and finds satisfaction in it can be compared with a person who would really love to retire but financial considerations prohibit this action.

A search through the employment section of the newspaper to select three or more interesting jobs that offer the same or comparable salaries can be role played with students. Then a discussion as to how and why one student would select one job over the others can culminate the role play. Students can discuss the personal considerations and other criteria they might use to make the decision.

SELF

STUDENT ACTIVITY SHEET

WORK ETHICS

WHY DO I WORK?

This is an opportunity for you to consider the jobs that you have as a student. Perhaps you have never considered before that as a student you really have a full time job, being in school. In addition to your full time job as student, you probably have other responsibilities which could be considered work.

Take a moment to consider your work responsibilities. Do you complete them willingly? Are you considered by your friends, teachers, and family members to be a helpful person? Are there things that you do that really seem like "play" to you but other people think of them as "work"?

What do you do in school that could be called work?

Why does a person work in school? Answer from your own point of view.

What do you do at home for work? _____

Why do you do work at home? _____

Do you have a "paid" job or one in which you "volunteer" your time and interest? If so, explain each.

Is there anything that you do which some people would consider "play" but you consider "work"?

SELF

SUPPLEMENTARY RESOURCES

TEACHER

Explore, Unit 2/Who? What? When? Why? Filmstrip, Cassette and Logbook with Activity Sheets. Scholastic Book Services, pp. 98-119, "Why People Work" (BICEP 4043).

"Work Means" .. Bread and Butterflies Television Series. Agency for Instructional Television, 1974 (BICEP).

TEACHER AND STUDENTS

"Rewards of Working". Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1179).

Why We Work Filmstrip/Cassette Series. Boulder, Colorado (BICEP).

FOLLOW-UP ACTIVITIES

Students could interview parents to determine their reasons for employment as well as interview people in their neighborhood or section of the community to compare responses. Reasons could be translated into a graph thereby utilizing mathematic skills.

Sample worksheet "Why Do I Work?" may be completed and discussed.

A discussion of why students work may be initiated: good grades, friends' approval, to please themselves, to please parents.

TEACHER'S NOTES

NEEDS VERSUS WANTS



MATERIALS/RESOURCES

12" x 18" Construction Paper
Magic Markers
Rulers

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After a class discussion, the students will list their economic needs and desires in two columns and list all the ways they can secure them. They will then assign priorities to their needs and desires.

PROCEDURES

1. Initiate a discussion by asking, "What do you need in order to live?" List these on the board. If someone says something other than the basic needs (food, water, clothing and shelter) such as telephone, a toilet, or a house, car, love, affection, ask the class if these are really needs in our society. Most will probably say "yes".
2. Introduce the word "desire" and then ask the question, "What are your desires?" List these on the board. Discuss how desires of some people may be needs of others.
 - A telephone may be job related and, therefore, a need.
 - For a salesperson, a car may be a need.
3. Distribute construction paper and have students measure out four columns. Each column will be labeled as follows:

NEEDS	HOW TO SECURE THEM	WANTS	HOW TO SECURE THEM

4. Have students list as many personal needs and wants they can think of and how they might secure them. Notice how many list love, feelings of belonging, and other things which money can't buy. Have them designate #1 for their most important need and want, #2 for the next most important, and so on.
5. Have students assign priorities for each. Use examples to discuss how all individual needs and wants are different and how we should consider these when we think of our future life roles.

SELF

SUPPLEMENTARY RESOURCES

TEACHER

Simon, Sidney et al. Values Clarification, A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972 (BICEP 2527).

"Treasure Hunt", Bread and Butterflies Television Series. Agency for Instructional Television, 1974 (BICEP).

Economics in Social Studies Textbooks, An Evaluation of the Economics and the Teaching Strategies in Social Studies Textbooks, Elementary Grades 1-6. Joint Council on Economic Education, New York, 1973 (BICEP 3289).

STUDENTS

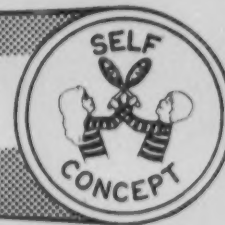
Farnette, Cherrie et al. Cents-Abilities. Nashville, Tenn.: Incentive Publications, Inc., 1979, "Need It?", p. 37 (BICEP 3316).

FOLLOW-UP ACTIVITIES

This activity can lead very nicely into a discussion in values clarification on life styles, personal ambitions and aspirations. Teachers working with this concept, however, must be careful to allow all types of responses to come from the group and not place judgment on one's desires.

TEACHER'S NOTES

HOW DO I MEASURE UP?



MATERIALS/RESOURCES

Career Cards Samples

"How Do I Measure Up?" Self Rating Scale and
Sample Career Choice Responses

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will identify the most important personal characteristics which employers seek when considering prospective employees, self-evaluate their own personal characteristics and indicate a particular occupation or career choice based on positive responses.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by asking students to pretend that they are employers who are looking for prospective candidates for positions in their company/agency/ or business.
2. Instruct students that at this time it is not necessary to identify the types of jobs but rather to think in a general way of the types of personal characteristics they would want their new employees to possess.
3. List the personal traits students offer on the chalkboard. A sample listing might include:

Good Grooming
Good Manners
Responsibility
Trustworthiness

Ability to accept advice
Flexibility

Honesty
Respect
Punctuality
Friendliness
Initiative

4. Accept comments which apply to each trait as the students build the list.

SECOND CLASS PERIOD

5. Introduce this class period by distributing a series of cards, one to each student, on which there is printed a career.

SELF

PROCEDURES Continued

6. Ask students to list on the back of each card at least two personal characteristics which are necessary to be successful in this career - two that an employer would especially look for when hiring a person for this career choice.
7. Assist students who may not be able to identify any characteristics by referring to the list identified in the initial discussion.
8. Upon completion of this exercise, have individuals share their responses with the entire class. Note the similarity in the responses which points clearly to the fact that personal qualities are sometimes even more important than specific job skills.
9. Allow for possible disagreement (if such arises) and leave situations open-ended so students can make their own value judgments.

THIRD CLASS PERIOD

10. Distribute the "How Do I Measure Up?" Self Rating Scale.
11. Instruct students to consider their own personal traits and rate themselves according to each question. Then they can indicate a particular career/occupation where that characteristic would be especially important for success.
12. Stress that the self rating scale is not something which is "passed in" as with an assignment. Also, there are no right or wrong answers. Rather it is a way of observing personal growth and perhaps setting new goals to reach.
13. Should students desire assistance with possible career choices, general avenues to explore should be given - career clusters, working at night, in the daytime, with people, places, things, ideas, alone - all these possibilities will probably encourage independent research on the part of the students.

STUDENT ACTIVITY SHEET

HOW DO I MEASURE UP?

DENTIST

SALESPERSON

SECRETARY

LAWYER

BUTCHER

PLUMBER

TEACHER

FLORIST

EXECUTIVE

TAXI DRIVER

PERFORMER

SELF

STUDENT ACTIVITY SHEET

HOW DO I MEASURE UP?

BANK TELLER

PILOT

CRUISE DIRECTOR

ARCHITECT

PHOTOGRAPHER

MENTAL HEALTH
COUNSELOR

MOVIE THEATRE
MANAGER

SHIPYARD WELDER

T.V. SPORTS CASTER

EMERGENCY MEDICAL
TECHNICIAN

CITY PLANNER

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SELF

STUDENT ACTIVITY SHEET

HOW DO I MEASURE UP?

NATIONAL PARK
GUIDE

CRANE OPERATOR

BOOK BINDER

SURVEYOR

CLOTHING STORE OWNER

HEALTH SPA WORKER

ENVIRONMENTAL
NOISE EXPERT

PROFESSIONAL
ATHLETE

COMPUTER
PROGRAMMER

FLIGHT ATTENDANT

MUSEUM CURATOR

SELF

STUDENT ACTIVITY SHEET

HOW DO I MEASURE UP? SELF RATING SCALE

DIRECTIONS: Persons seeking employment should analyze their own qualifications. Below are some questions to ask yourself. They need to be answered honestly so you can evaluate what you have to offer the world of work.

Rate yourself according to each question. Then, following the rating scale, indicate a particular occupation or career choice where that consideration would be especially important for success on the job.

The following is an example:

	YES	NO	OCCUPATION
Are you neat in your personal appearance and work habits?	<u>X</u>	<u> </u>	<u>Beautician</u>

Now you are on your own to rate yourself.

Do you have a real willingness and desire to learn new things, new skills?	<u> </u>	<u> </u>	<u> </u>
--	---------------	---------------	---------------

Are you punctual and feel that being on time is important?	<u> </u>	<u> </u>	<u> </u>
--	---------------	---------------	---------------

Can you apply yourself to a job without being easily bored or distracted?	<u> </u>	<u> </u>	<u> </u>
---	---------------	---------------	---------------

Can you adapt or change to new and unexpected situations easily?	<u> </u>	<u> </u>	<u> </u>
--	---------------	---------------	---------------

Can you work under pressure, when necessary, without becoming nervous or upset?	<u> </u>	<u> </u>	<u> </u>
---	---------------	---------------	---------------

Do you like to take initiative and be able to work on your own?	<u> </u>	<u> </u>	<u> </u>
---	---------------	---------------	---------------

Do you have some sense of responsibility when you are asked to do a job?	<u> </u>	<u> </u>	<u> </u>
--	---------------	---------------	---------------

Are you reliable? Can you be depended upon to finish a job once you have started it?	<u> </u>	<u> </u>	<u> </u>
--	---------------	---------------	---------------

Do other people consider you to be friendly?	<u> </u>	<u> </u>	<u> </u>
--	---------------	---------------	---------------

Can you get along with other people and cooperate in group activities?	<u> </u>	<u> </u>	<u> </u>
--	---------------	---------------	---------------

Can you follow directions willingly and without argument because you have a respect for authority?	<u> </u>	<u> </u>	<u> </u>
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STUDENT ACTIVITY SHEET

HOW DO I MEASURE UP? SELF RATING SCALE

Can you follow instructions and carry them out accurately?

___ _

Can you accept criticism without feeling hurt?

___ _

Do you ask questions about things that you don't completely understand?

___ _

Are you a pleasant person to work with?

___ _

Do you like people?

___ _



STUDENT ACTIVITY SHEET

"HOW DO I MEASURE UP?" SELF RATING SCALE

DIRECTIONS: Persons seeking employment should analyze their own qualifications. Below are some questions to ask yourself. They need to be answered honestly so you can evaluate what you have to offer the world of work.

Rate yourself according to each question. Then, following the rating scale, indicate a particular occupation or career choice where that consideration would be especially important for success on the job.

The following is an example:

	YES	NO	OCCUPATION
Are you neat in your personal appearance and work habits?	<u>X</u>	___	<u>Beautician</u>
Now you are on your own to rate yourself.			(SAMPLE RESPONSES)
Do you have a real willingness and desire to learn new things, new skills?	___	___	<u>Computer Technician</u>
Are you punctual and feel that being on time is important?	___	___	<u>Surgeon</u>
Can you apply yourself to a job without being easily bored or distracted?	___	___	<u>Internal Revenue Agent</u>
Can you adapt or change to new and unexpected situations easily?	___	___	<u>Paramedic</u>
Can you work under pressure, when necessary, without becoming nervous or upset?	___	___	<u>Nurse</u>
Do you like to take initiative and be able to work on your own?	___	___	<u>Executive</u>
Do you have some sense of responsibility when you are asked to do a job?	___	___	<u>Police Officer</u>
Are you reliable? Can you be depended upon to finish a job once you have started it?	___	___	<u>Builder</u>
Do other people consider you to be friendly?	___	___	<u>Receptionist</u>
Can you get along with other people and cooperate in group activities?	___	___	<u>Politician</u>
Can you follow directions willingly and without argument because you have a respect for authority?	___	___	<u>Army Career Person</u>

STUDENT ACTIVITY SHEET

"HOW DO I MEASURE UP?" SELF RATING SCALE

Can you follow instructions and carry them out accurately?

— —

Pharmacist

Can you accept criticism without feeling hurt?

— —

Professional Athlete

Do you ask questions about things that you don't completely understand?

— —

News Reporter

Are you a pleasant person to work with?

— —

Secretary

Do you like people?

— —

Clergy

SELF

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SUPPLEMENTARY RESOURCES

TEACHER

Job Lab I. Boston, Mass.: Houghton Mifflin Co., 1976 (BICEP 4070).

TEACHER AND STUDENTS

Careers: A Supplemental Reading Program, Level C. New York, N.Y.: Harcourt Brace Jovanovich, Inc., 1975 (BICEP 4069).

Explore: A Career Awareness Program From Scholastic Unit 2/Who? What? When? Why? New York, N.Y.: Scholastic Book Services, 1976 (BICEP 4043).

Livelihoods - Careers For Your Lifestyle Filmstrip/Cassette Series. Boston, Mass.: Houghton Mifflin Co., 1974 (BICEP 4040).

Reading About Work. Florence, Kentucky: McCormick-Mathers Publishing Co., 1977 (BICEP 4076).

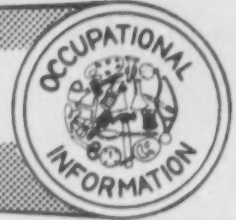
Career Awareness/Exploration Curriculum Kit, Grades 4-8. Portland, Oregon, Continuing Education Publications, Inc., 1976, "Personal Characteristics Pantomime", p. 3.1.3 (BICEP 1086).

FOLLOW-UP ACTIVITIES

Students may wish to invite employers to come to class to share their views on what they look for in a job candidate.

TEACHER'S NOTES

WORK SKILLS



MATERIALS/RESOURCES

Butcher Paper
Chalk
"Work Skills" Worksheet
Books and Multi-Media Materials

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two to Three
Class Periods

INSTRUCTIONAL OBJECTIVE

Students will identify acquired work skills and match them to particular careers, being able to support their choices by research information.

PROCEDURES

FIRST CLASS PERIOD

1. Discuss with students the fact that there are other skills needed for particular career choices besides personal characteristics. In order to determine these skills, one needs to know more about the particular job and its requirements.
2. Introduce the students to a generalized list of work skills. These can be listed on the chalkboard or put on butcher paper in a manner so students can record different careers under each skill as it is discussed. A sample list would include the following:

Organizing skills
Good grammar skills
Problem solving skills
Understanding people skills
Planning skills
Influencing others skills

Related School Subject

Science, Reading/Language Arts
Language Arts
Math, Science
Social Studies
Social Studies
Language Arts

(Optional) Teacher may wish to ask students to identify related school subjects for these skills and give reasons for their choice. Examples for this optional portion of the activity are included to the right of the skill.

SELF

PROCEDURES Continued

3. Discuss with students the fact that these work skills can also be acquired from one's family, friends, and community organizations as well as from school.
4. Point out that some career choices require more than one of these essential work skills. Example:

Salesperson

Understanding people skills

Influencing others skills

Good grammar skills

SECOND CLASS PERIOD

Prior to this class session, arrange a display of up-to-date materials and media for individual student research. Utilize libraries at school and in the community.

5. Distribute "Work Skills" worksheet to students.
6. Discuss directions with class making certain that students realize that research may be necessary in order to make sensible judgments about the skills related to particular jobs.
7. Allow sufficient time for students to study job choices and requirements.
8. Culminate activity by orally sharing worksheet responses.

STUDENT ACTIVITY SHEET

WORK SKILLS

On the right of this worksheet you will see a list of several skills, some of which you may have learned in school. Others of these skills you may have acquired in different ways, through exposure by your family, friends and the world around you. On the left is a list of occupations which require some skills and abilities. Place a check under each skill that this work would need to do the job successfully. You may have to do some research in order to make a more accurate decision.

	Organizing Skills	Good Grammar Skills	Problem Solving Skills	Understanding People Skills	Planning Skills	Influencing Others Skills
Salesperson						
English Teacher						
Truck Driver						
Cement Mason						
Librarian						
Real Estate Agent						
Artist						
Chemist						
Interior Decorator						
Secretary						
Race Car Driver						
Science Researcher						
Travel Agent						
Television Producer						
Politician						
Carpenter						
Musician						
Telephone Operator						
Plumber						
Writer						

SELF

SUPPLEMENTARY RESOURCES

TEACHER

Job Lab I. Boston, Mass.: Houghton Mifflin Co., 1976 (BICEP 4070).

TEACHER AND STUDENTS

Careers: A Supplemental Reading Program, Level C. New York, N.Y.: Harcourt Brace Jovanovich, Inc., 1975 (BICEP 4069).

Explore: A Career Awareness Program From Scholastic Unit 2/Who? What? When? Why? New York, N.Y.: Scholastic Book Services, 1976 (BICEP 4043).

Live, yhoods - Careers For Your Lifestyle Filmstrip/Cassette Series. Boston, Mass.: Houghton Mifflin Co., 1974 (BICEP 4040).

Reading About Work. Florence, Kentucky: McCormick-Mathers Publishing Co., 1977 (BICEP 4076).

FOLLOW-UP ACTIVITIES

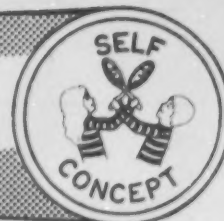
Students and teachers may wish to organize a panel discussion of community workers who have certain similar skills in their careers. These community workers can share how they use the skill in their daily working lives.

Example: An "Influencing Others Skills" panel might consist of a lawyer, salesperson, politician, teacher, clergy.

A "Problem Solving Skills" panel might consist of a scientist, psychiatrist, doctor, parent, police officer.

TEACHER'S NOTES

WOULD YOU LIKE MY BUSINESS CARD?



MATERIALS/RESOURCES

Construction Paper, Oaktag, Contact Paper and Other Related Mediums for Designing Business Cards

Magic Markers/Flair Pens/Crayons

Sample Business Cards

DETAILS

LEVEL: Primary/Intermediate

TYPE: Entire Class
Individuals

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Based on an identification of personal skills, interests and abilities, students will identify possible ways to earn money and or do volunteer jobs and then design their own personal business cards to distribute to prospective "employers".

PROCEDURES

FIRST CLASS PERIOD

1. Motivate students to share their personal skills, interests and abilities with possible "clients" by advertising their talents in the form of a personalized business card.
2. List on the chalkboard the essential information needed on a business card:
 - Name of worker
 - Address
 - Telephone Number
 - Logo, trademark or slogan appropriate to the service provided
3. Ask students to bring in to class samples of business cards. They may be able to obtain them from their parents, relatives, friends and or from printing companies whose job it is to design and print cards for customers.

SECOND CLASS PERIOD

4. Discuss those cards which are brought in and display them for all the students to view and study during their free and independent work time.
5. Discuss how attractive placement of information on a business card can show the worker's individuality and skill thereby improving one's chances of being "employed". *An added source would be to look at the yellow pages of the telephone book to note how some advertisements are more visually attractive and so consequently may be better utilized by customers.

SELF

PROCEDURES Continued

6. Introduce to the students a number of jobs they would be suited for. Draw from them the skills and talents they feel they possess and list all these on the board. This will help those who don't always feel they have something to offer and who don't always contribute readily. By listening to the comments of others, they can do some self-evaluation in terms of their own abilities. The following list of jobs may be mentioned by the group:

Pet Care

- Feeding animals
- Exercising animals
- Grooming animals

Newspaper Delivery

- Delivering papers
- Collecting payments
- Getting new customers

Landscape Work

- Mowing lawns
- Clipping hedges
- Planting flowers
- Raking
- Watering plants etc.

Car Care

- Washing automobile
- Cleaning interior
- Changing tires
- Washing car windows
- Cleaning trunk

Home Maintenance

- Painting
- Window Washing
- General Repairs

Household Chores

- Cleaning
- Laundry
- Cooking

Instructional Work

- Correcting papers
- Designing games
- Tutoring another student

Neighborhood Jobs

- Visiting an elderly neighbor
- Collecting for charitable organizations
- Conducting a yard sale

Baby Sitting

- Younger brothers and sisters
- Other people's children
- Animals

Secretarial Jobs

- Answering the telephone
- Being receptionist at civic event
- Filing materials

7. Ask the students to then consider the following questions before they are ready to design their own business card based on what they feel they would best like to do in the world of work.

- If you have the desire to work, what job would you like to do?
- If you have the desire to work, at which job are you best qualified?
- Is there a demand for your type of service?
- Would your parents approve of your working at this particular job?
- What skills have you learned in school or at home that will help you be successful in this job?
- What training or past experiences have you had for this particular job?

THIRD CLASS PERIOD

8. Assuming that students have selected the job they wish to portray on a business card, distribute a blank piece of paper for the initial design of the card. Suggest that a dummy layout is designed first. Students may wish to get their peers to critique their designs.

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SELF

PROCEDURES Continued

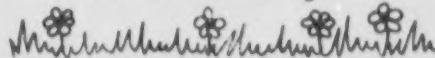
9. Revise any portions of the card students desire before producing final copy of business card.
10. Distribute final copy materials and assist students as they complete their business cards.

775-5832

HYANNIS

JUDY BROWN
Lawn Maintenance

"She mows what grows"



SELF

SUPPLEMENTARY RESOURCES

TEACHER

Caney, Steven. Kids' America. New York, N.Y., Workman Publishing Co., Inc., 1978
"Going Into Business", pp. 386-391 (BICEP 3059).

Farnette, Cherrie, et al. Cents-Abilities. Nashville, Tenn., Incentive Publications, 1979. (BICEP 3316)

Gaining Interest In Economics Activity Cards, Grades 4-6. Arizona Department of Education, 1978 (BICEP 4073).

FOLLOW-UP ACTIVITIES

From the study of business cards, some students may wish to learn about writing a resume and study examples of same.

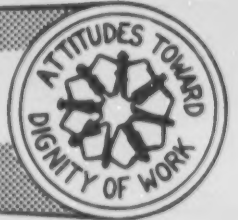
Other students may wish to consider jobs which are particular to certain areas of the country such as cranberry picking on Cape Cod, shoveling snow in northern Minnesota, picking apples in Washington state, making maple syrup in Vermont, planting potatoes in Maine.

TEACHER'S NOTES

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SELF

Family



MATERIALS/RESOURCES

Home-Work Scene Pictures
 Drawing Paper
 Crayons
 Flair Pens
 Photos of Family Workers (optional)

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

The student will become familiar with the work responsibilities of each family member and identify his/her work role within the family structure.

PROCEDURES

1. Begin activity by displaying pictures of family scenes where parents and children are working together. The work can be something which is necessary to the home such as painting a garage, preparing a meal, or raking leaves. The pictures can also reflect work which is more leisure oriented such as playing a game, working on a picture puzzle or launching a sailboat. In choosing pictures for display, the teacher should try to capture families of different sizes, different ethnic origins and one parent families.
2. Initiate discussion about similarities found in the pictures displayed and the students' own family unit. Typical discussion questions to be considered could be:
 - What work is being done in this picture? By whom? For what purpose?
 - Does this type of work take place in your home? By whom? For what purpose?
 - Are there pictures where the thing being done looks more like play?
 - What is the reason for this?
 - Can work be fun?
 - Have you ever had a job to do at home that you considered to be fun?
3. Motivate discussion to continue by asking a leading question such as, "Do you know the work tasks of everyone in your family? Easiest responses will come from those that can identify the work roles of either parent or adult in their home. Encourage students to discuss the family roles with their parents.

FAMILY

PROCEDURES Continued

4. Lead students to the realization that all family members (adults and children) can have work roles.
5. Explore with children some work roles of older brothers and sisters. Typical responses may include:
 - Goes to college (work role is a student)
 - Works at _____
 - Plays soccer (works as a team member)
 - Has a paper route
 - Babysits
6. Explore the work roles of the students themselves. Help them to understand that going to school is a work role which requires effort and responsibility. Typical responses for jobs that the students may have could include:
 - Feeding pets
 - Taking out the trash
 - Helping wash and clean the car or station wagon
 - Raking leaves
 - Cleaning the bedroom
7. Culminate the activity by having students illustrate the work roles of everyone in their family stressing the importance of every task no matter how great or small.

VARIATIONS

Students could bring work tools from home to school and classify them according to their use.

Students could make a model of their home and cut pictures from catalogs and paste family members in the house doing their jobs.

Students could make pictures of different rooms in the house and how the type of work that goes on in that room.

Basement..washing and drying clothes
Garage....repairing toys
Den.....homework from school
Living Room..conducting a volunteer meeting

Parents could also demonstrate that they can work outside the home. A working mother could visit class and talk about her work role outside the home. Either parent could be invited to class to share their work role with the students.

SUPPLEMENTARY RESOURCES

TEACHER

Long, Betty. Careers and Me, Primary. Manhattan Beach, CA., Teachers, 1978 "My Family", p. 8 (BICEP 3156).

People and The Family. Syracuse, N.Y. Lower Primary Life Centered Curriculum (BICEP 3228).

TEACHER AND STUDENT

Five Children, A Cultural Awareness Program for Early Childhood f/c. Englewood Cliffs, N.J., Scholastic Magazines, Inc., (BICEP 4008).

How Do You Feel About Your Home and Family? Lakeland, Florida, Learning Resources Co., (BICEP 4019).

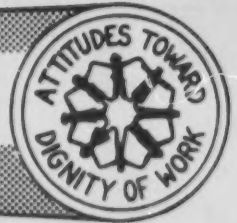
FOLLOW-UP ACTIVITIES

Students could interview family members to find out why they work. They could also interview their grandparents to see if their reasons for working are different from those of their parents.

TEACHER'S NOTES

FAMILY

WE'VE COME A LONG WAY!



MATERIALS/RESOURCES

Poster Paper
Magazines
Paste/Glue
Scissors
Colored Paper
Bulletin Board Area (10' x 4')

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having researched three generations of family careers, the class will design a bulletin board depicting each generation of work that will contrast and compare the various careers over the years.

PROCEDURES

1. Have students research three generations of family careers: i.e., parents, grandparents, great grandparents - both male and female; or grandparents, parents and themselves if great grandparents are difficult to research. This research can be done by:
 - Talking with their parents
 - Talking with their grandparents
 - Studying family records (Bible, photograph albums, mementoes)
 - Beginning to have an interest in genealogy.
2. Have students illustrate generations at work either by drawing or cutting and pasting.
 - Parents could come to the classroom and assist in this project to add authenticity to the information.
 - Students could bring in old photographs to use in their replications. They might also bring in tools, garb or other related items to make their illustrations more realistic.
 - If there is a similar type of work which was done by grandparents or great-grandparents still going on in the community, students may wish to visit that site to gather additional information.

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FAMILY

PROCEDURES Continued

3. Prepare bulletin board and display pictures.
4. Discuss ways in which jobs and the working world/life styles have changed from one generation to the next. Discussion content might include the following points:
 - There is greater productivity due to changes in mass production and advanced technology.
 - Work formerly done by hand is now done by machine.
 - Customized items are now mass produced.
 - There is more time for leisure pursuits since work can be done more rapidly.
 - Competition is greater.
 - Goods are transported greater distances (even to foreign countries).
 - Business is transacted through intricate communication systems as opposed to word of mouth (example: cable address).

You

Your Parents

Your Grandparents



FAMILY

SUPPLEMENTARY RESOURCES

STUDENTS

"Family Career Tree," At Least A Thousand Things To Do. Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3046).

Sandler, Martin W. The Way We Lived, A Photographic Record of Work in Vanished America. Boston, Mass.: Little Brown and Co., 1977 (BICEP 9064).

Wood, Pamela, Editor. The Salt Book. Garden City, N. Y.: Anchor Press/Doubleday, 1977 (BICEP 9194).

TEACHER AND STUDENTS

Caney, Steven. Kids' America. New York, N.Y.: Workman Publishing Co., Inc., 1978, "American Heritage - Genealogy", pp. 26-37 (BICEP 3059).

FOLLOW-UP ACTIVITIES

Students might research general history and write about "A day in the life of ..." a specific (or fictional) past generation before the advent of modern technology. Interviews with older neighbors or relatives might be helpful.

TEACHER'S NOTES

FAMILY HOBBY TREE



MATERIALS/RESOURCES

One Well-shaped Tree Branch for Each Student
One Tin Can for Each Student
Plaster of Paris
String
Construction Paper
Glue
Drawing Materials
Magazines to Cut Up

DETAILS

LEVEL: Primary/Intermediate

TYPE: Entire Class

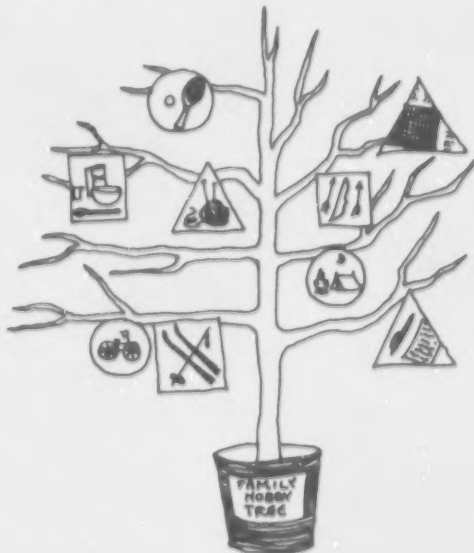
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Following a discussion of hobbies and interests, each student will construct a Family Hobby Tree.

PROCEDURES

1. Have students discuss the hobbies and interests of people they know, particularly family members.
2. Have students each construct a Hobby Tree reflecting the hobbies and interests of the family.



3. Have students pour Plaster of Paris into their tin cans and insert the tree branch.
4. Have students attach pictures or drawings to the branches. The students may decide to differentiate each member of the family by using one color or one shape to represent their interests.
5. Have students present their "tree" and its activities to the class before taking them home.

FAMILY

SUPPLEMENTARY RESOURCES

TEACHER

"My Family Career Tree" Project GROW Activity Cards #15, Grades 3-6. Florida State Dept. of Education, 1975 (BICEP 3126).

Lawson, Jane and Finn, Peter. Career Education Activities for Subject Area Teachers, Grades 1-6, "Share and Teach". Cambridge, Mass.: Abt Publications, 1975, p. 95 (BICEP 3076).

STUDENTS

"How Do You Feel About Your Home and Family? Filmstrip. Lakeland, Florida: Learning Resources Company (BICEP 4019e).

FOLLOW-UP ACTIVITIES

Students could create a "Recreation Tree" for activities in which they would like to participate.

TEACHER'S NOTES

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FAMILY

APPRECIATION OCCASION



MATERIALS/RESOURCES

To be determined by scope of "Appreciation Occasion"
Materials for Writing and Sending Invitations
"Appreciation Occasion" Ideas Packet (Optional)

DETAILS

LEVEL: Primary/Intermediate
TYPE: Entire Class
Small Groups
Individuals
Entire School
TIME: To be determined
by scope of
"Appreciation
Occasion"

INSTRUCTIONAL OBJECTIVE

To show appreciation to school workers and volunteers and to community workers, the students will plan and conduct a special function honoring each worker.

PROCEDURES

1. Begin activity by discussing the appropriateness of showing appreciation to others.
 - Good manners suggest we express our thanks to those who do things for us.
 - A closer bond between people is established when we do something for others.
 - As we become older, there will be many occasions when we will have to show our gratefulness in a formal manner.
 - There is a good feeling that comes when we make other people happy.
2. Following this initial discussion, have students discuss ways that they can give recognition to the school working community. Some of these can be done for special groups such as the following:
 - Breakfast for the custodian(s)
 - Coffee break for the kitchen workers
 - Lunch for the principal
 - Tea for the secretary and aides.
3. Designate a day (preferably in the spring of the year) when an Appreciation Tea can be planned. This method requires more planning but can be so positive that it becomes an annual event.

FAMILY

PROCEDURES Continued

4. Have a planning team of at least two teachers, the principal, two students and two parents make preliminary plans. These may include the following:

- Date and alternate date
- Time (one hour, afternoon session, evening appreciation program)
- Place (gym, cafeteria, or an open invitation to visit entire school)
- To whom do we show appreciation?

School workers

Parent volunteers

Mini course instructors

People who transport students for special events

School administrators

Benefactors

NOTE: This list can be any length depending on the type of program you wish. What it does mean, though, is that students and teachers in each room should keep a list of names of helpers throughout the year so all will be on an invitation list when Appreciation Day arrives.

- Responsibilities for individual classrooms
- Responsibilities for planning or coordinating group
- Program or special events of the day.

5. Have individual classrooms begin preparations once initial planning is done.

6. Discuss invitations. Uniform wording can be used. Older students can write their own invitations while the younger students can use a copy and then decorate it accordingly.



7. Have students decorate the invitations in any way they wish. Patterns such as a flower pot, cup of tea, or a scroll would be appropriate. Students could use scraps of cloth, wall paper samples, beads, ribbons and a variety of decorative techniques to make invitations.

8. Have students put names and addresses on envelopes. This requires language skills. The envelopes can be mailed or hand delivered depending on cost and distance.

9. Plan for refreshments. Some should be made by students as a cooking/math lesson. They can be frozen in preparation for the event.

10. Plan the program. Each room can choose a particular type of school helper and single out those people for recognition.

Example: Kindergarten and first grade might honor bus drivers and cafeteria workers with a song or poem.

11. Have student hosts and hostesses chosen and given some helpful hints on greeting people, directing them around the school, etc.

FAMILY

PROCEDURES Continued

12. Hold coordination meetings at least three weeks prior to "Appreciation Occasion". Date when all invitations should be mailed needs to be established. Program details need to be solidified.
13. Conduct "Appreciation Occasion".
14. After completion, meet one final time with initial planning group, solicit reactions and record on paper ways to improve or change format for another event.

NOTE TO TEACHER: "Appreciation Occasion" Ideas Packet is included with this activity as a suggestion sheet. It can be useful in culminating career awareness activities as well as giving ideas to students for showing their gratitude to those who have shared occupational information with them.

FAMILY

STUDENT ACTIVITY SHEET

APPRECIATION OCCASION IDEAS PACKET

THE WORLD OF WORK PARADE

"Hi! Ho! It's off to work we go!" And the youngsters are ready to don the garb of a favorite worker in a springtime Worker's Parade. Spring brings thoughts of fashions. Youngsters can be dressed in their "work finery" and carry some of the "tools of their trade." A Worker's Parade is always a hit at the primary level.



ON THE WINGS OF VERSE

Language Arts can be enhanced through the composing of a class poem about the worker and his job. All the children can contribute to this creative endeavor and a copy can be given to the course instructor.



FAMILY

STUDENT ACTIVITY SHEET

APPRECIATION OCCASION IDEAS PACKET

THE KEY TO THE SCHOOL



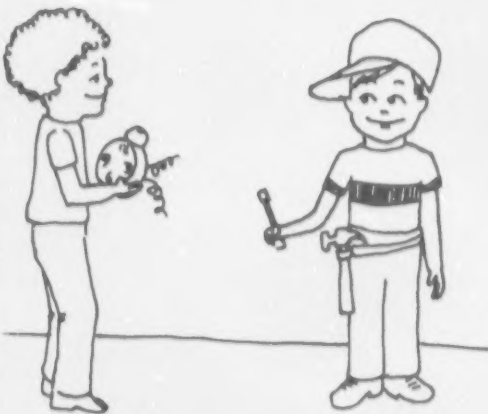
Why not carve out a key with wood scraps and paint it? Then print or type on the person's name such as:

"A gift to Mrs. Jones

From your Mini Course Friends."

Then cover with clear shellac or varnish. Then purchase large wide ribbons and knot them on the key. You can then award your gift to your guest as an honorary citizen of the Elementary School.

MY OTHER SELF ROLE PLAYING



Role playing can prove a very valuable experience and could easily be adapted for an end of the year appreciation day for parents and invited guests. Children can design imaginary businesses. They can role play being the owner of a store while another is the customer. They can also conduct a job interview by demonstrating both the proper and improper ways of applying for a job.

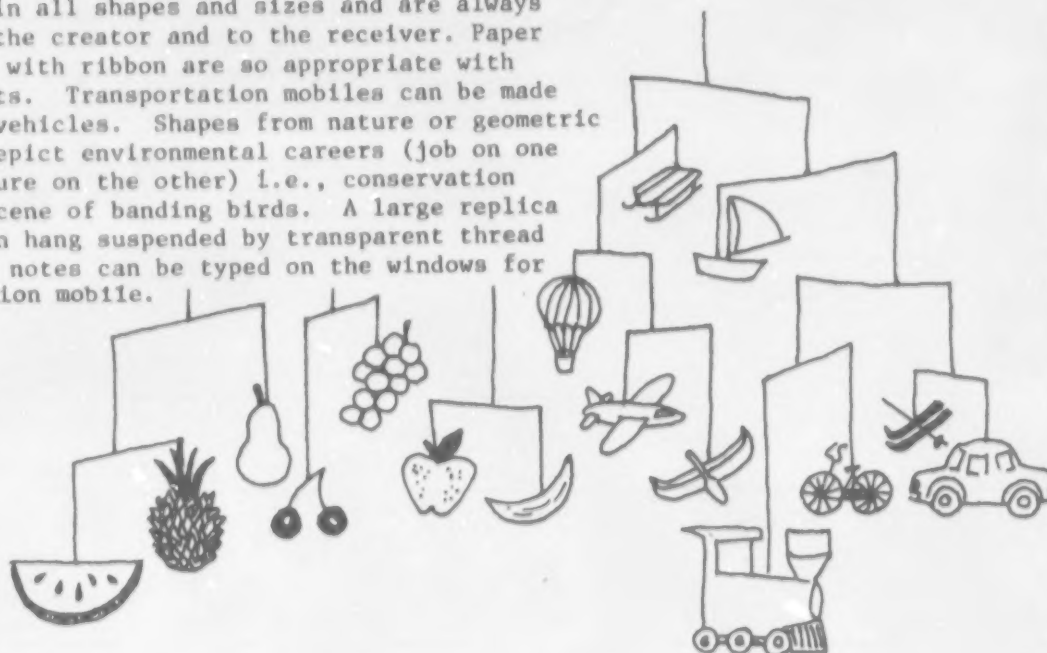
FAMILY

STUDENT ACTIVITY SHEET

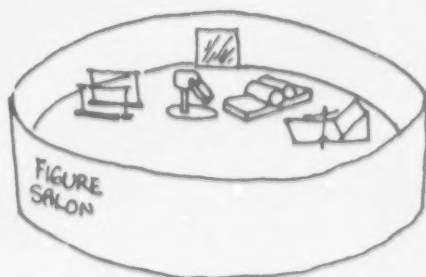
APPRECIATION OCCASION IDEAS PACKET

I H A N G S U S P E N D E D M O B I L E S

Mobiles come in all shapes and sizes and are always appealing to the creator and to the receiver. Paper plates strung with ribbon are so appropriate with nutrition units. Transportation mobiles can be made in shapes of vehicles. Shapes from nature or geometric designs can depict environmental careers (job on one side and picture on the other) i.e., conservation officer and scene of banding birds. A large replica of a plane can hang suspended by transparent thread and thank you notes can be typed on the windows for a transportation mobile.



D I O R A M A S



Dioramas can be miniature reproductions of a community work site. They can be as simplistic as a dentist's office with chair and patient (doll house furniture or cardboard carpentry) or as elaborate as a golfing green with scraps of green rug or felt for the putting green and yarn trees. The bottom of a beer box or a cover of a Xerox paper container is an ideal size. But shoe boxes or hat boxes are equally suitable. Scraps of contact paper or wall paper can make a most attractive "backdrop" and a person could even put their business sign on the outside walls as well as cut out a door to enter their business establishment.



FAMILY

STUDENT ACTIVITY SHEET

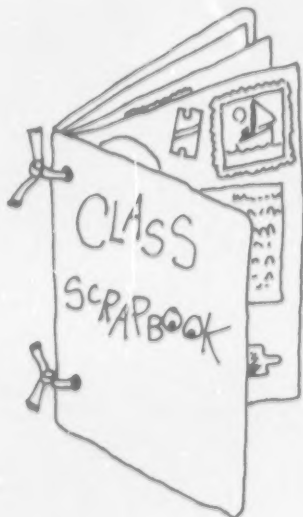
APPRECIATION OCCASION IDEAS PACKET

COLLAGEVILLE

Collages are always impressive memorabilia. They serve so many purposes:

- 1) a way to pictorially remember a special event
- 2) a means of expressing one's appreciation to a friend
- 3) a class activity that summarizes a learning experience

A Pronto Polaroid snapshot makes a "photo finish" way to remember your mini-course friends. Magazine pictures or student "Rembrandts" can dress up a thank you or collage. And why not make your collage in a particular shape? A car for an auto salesman, an artist's palette for a craftsman, an hour glass for a Figure Salon or better still, a scale!



EXPERIENCE STORIES

Scrapbooks of every shape and description help to preserve class memories. Primary and intermediate children can draw a favorite thing they remember from their mini-course. They can then put them together in a memory book to give to their instructor.

A class experience story with appropriate artistic renditions is something a mini-course instructor will treasure as well as a class note of thanks. Backing the "parchment" note with heavy colored cardboard will make it an attractive wall hanging in some business office in the community. Laminating a class note or covering with clear contact also makes your gift lasting. And again a Polaroid photo makes the memory sweeter.

FAMILY

SUPPLEMENTARY RESOURCES

STUDENTS

Farnette, Cherrie et al. People Need Each Other. Nashville, Tenn.: Incentive Publications, Inc., 1979, "Appropriate Appreciation", p. 102 (BICEP 3150).

TEACHER AND STUDENTS

Caney, Steven. Kids' America. New York, N.Y.: Workman Publishing Co., 1978, "Etiquette" and "The Formal Afternoon Tea", pp. 196-199 (BICEP 3059).

FOLLOW-UP ACTIVITIES

It should be noted that this activity is equally appropriate at the primary level.

TEACHER'S NOTES

Friends

A FRIEND IS ...



MATERIALS/RESOURCES

Paper

Crayons or Markers

Anglund, Joan Walsh. A Friend is Someone Who Likes You Book

DETAILS

LEVEL: Primary

TYPE: Entire Class

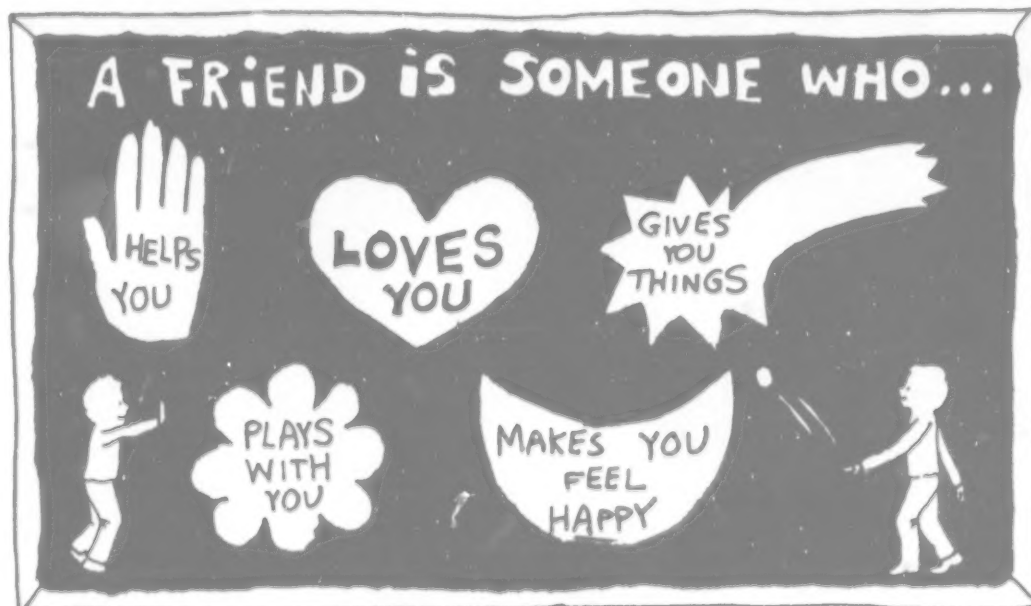
TIME: One to Two
Class Periods

INSTRUCTIONAL OBJECTIVE

After reading the story, A Friend is Someone Who Likes You, students will discuss friendship and create a bulletin board entitled "A Friend is Someone Who"

PROCEDURES

1. Have students listen to the story, A Friend is Someone Who Likes You.
2. Have students discuss qualities they would like to see in a friend. After selecting one quality, the students will illustrate the quality (drawing, cutout pictures, etc.) for a bulletin board entitled "A Friend is Someone Who ..."



FRIENDS

SUPPLEMENTARY RESOURCES

TEACHER

Cooper, Mark and Elardo, Phyllis. AWARE, Activities for Social Development. Reading, Mass.: Addison-Wesley Publishing Co., 1977, p. 83 (BICEP 3274).

The World of Us. Upper Primary Life Centered Curriculum, Syracuse, N.Y. School District, 1974 (BICEP 3232).

STUDENTS

Anglund, Joan Walsh. A Friend is Someone Who Likes You. New York, N.Y.: Harcourt Brace & World, Inc., 1958 (BWB).

Farnette, Cherrie et al. I've Got Me and I'm Glad. "Positive Purchases" and "Prescription Pads". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3047).

"How Do You Feel About Other Children?" Filmstrip. Lakeland, Calif.: Learning Resources Company (BICEP 4019c).

FOLLOW-UP ACTIVITIES

Students can benefit from discussing lasting friendships and how they require mutual respect and consideration. Students can also consider that lasting friendships can be made with people besides their own age group (younger children, senior citizens and teachers.)

TEACHER'S NOTES

GIVE A FRIEND A PUNCH



MATERIALS/RESOURCES

Paper Punches

Punch Cards (Oaktag - 3" x 9")

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: One Class Period
Ongoing

INSTRUCTIONAL OBJECTIVE

After discussing what makes a good friend and neighbor, the students will learn to recognize courteous behavior.

PROCEDURES

1. Discuss what being a good friend and neighbor means (sharing, helping, being polite, showing consideration for one another, etc.) .
2. Pass out punch cards and paper punches.
3. Explain that for the rest of the day the students will try to be a good friend and neighbor to all. Each time someone helps, shares, or is considerate of another's feelings that person will punch a good friend(s) card. At the end of the day the students will have a ticket filled with "good friend" punches.
4. Discuss at the end of the day what reasons students chose for "punching a friend". Who had the most punches? Why?
5. Repeat this activity frequently, if desired.

SUPPLEMENTARY RESOURCES

TEACHER

"Friendship" Our Group and Me. Career Development Centered Curriculum Project, Coloma Community Schools, Coloma, Michigan, 1977 (BICEP 1104).

STUDENTS

Conta, Marcia and Reardon, Maureen. Feelings Between Friends. Milwaukee, Wisconsin.: Advanced Learning Concepts, Inc., 1974 (BICEP 9058).

TEACHER AND STUDENTS

"How We Act Toward Others". Columbus, Ga.: American Learning Systems, Inc., 1977(BICEP)

Kindle #1 Who Am I? Series "People Packages". Englewood Cliffs, N.J.: Scholastic Magazines, Inc., 1970 (BICEP 4000B).

What Do You Think? (Values). "Thoughtfulness". Mahwah, N.J.: Educational Reading Services, 1974 (BICEP 4027g).

FOLLOW-UP ACTIVITIES

Students and teachers may wish to do an activity such as a puppet play which is based on nursery rhyme characters but deals with interpersonal relationships.

Such a play is included in the following resource:

Career Guidance Interpersonal Relations, Level One

Authors: Thompson, Elaine and Sutphin, Barbara
Mesa, Arizona Public Schools, 1976

TEACHER'S NOTES



MATERIALS/RESOURCES

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

After a discussion of "secrets", each student will do something nice for someone they know but keep it a secret.

PROCEDURES

1. Discuss with students what a secret is.
2. Ask each student to do something nice for another person, but to be sure to keep it a secret.
3. After giving students a day or two in which to store up "good secrets", ask them to share with the group.
 - How did they feel about doing something for someone?
 - How did they feel about keeping it a secret?
 - Is it always important for others to know when we've done something nice?
 - Is a "thank you" important?



SUPPLEMENTARY RESOURCES

STUDENTS

Anastasio, Dina. My Secret Book. Los Angeles, Calif.: Price/Stern/Sloan Publishers, Inc., 1978 (BICEP 3268).

TEACHER AND STUDENTS

Elardo, Phyllis and Cooper, Mark. AWARE, Activities for Social Development. Reading, Mass.: Addison-Wesley Publishing Co., 1977, "Promises", p. 128 (BICEP 3274).

Johnson, Spencer and Donegan, Ann. Trust and Trust, The Story of Cochise. La Jolla, Calif., Value Communications, Inc., 1977 (BICEP 9030).

Dreyer, Sharon Spredemann. The Book Finder. Circle Pines, Minn.: American Guidance Service, Inc., 1977, "Secret Keeping", p. 351 (BICEP 2533).

What Do You Think? Values. Mahwah, N.J.: Eudcational Reading Services, 1974 (BICEP 4027f).

FOLLOW-UP ACTIVITIES

Students and teacher might engage in a discussion about the necessity of keeping a secret because revealing certain types of information can cause hurt feelings and/or misunderstandings.

TEACHER'S NOTES

FRIENDS

ALL ALIKE



MATERIALS/RESOURCES

Magazine or Other Picture Sources

Paste or Glue

Scissors

DETAILS

LEVEL: Primary

TYPE: Entire Class
Small Groups

TIME: Two-Three Class
Periods

INSTRUCTIONAL OBJECTIVE

After a discussion of the question, "What would happen if everyone looked alike?" students will compile a portfolio of various pictures of people which illustrate differences.

PROCEDURES

PRIOR TO BEGINNING ACTIVITY

Teacher may wish to display a variety of pictures, each illustrating a difference among people. The themes for such pictures might include:

- people with handicaps
- people pictures showing ethnic differences
- people who are young
- people who are old
- people who work outdoors
- people who work indoors
- people who work with animals
- people who work with machines
- people engaged in sports
- people engaged in musical activities
- people who are very thin
- people who are obese
- people who dress in bright colors
- people whose appearance is subdued
- people appreciating nature
- people who live in the inner city
- people who live in different parts of the world
- people who have a non-traditional job role
- people who students
- people who are friends
- people who live alone
- people who are a part of a large family

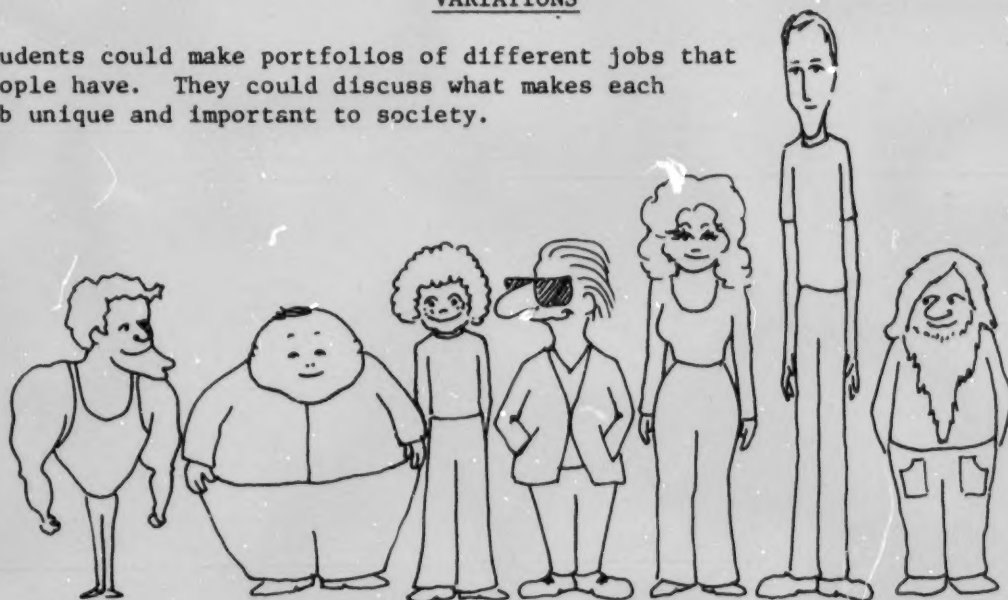
FRIENDS

PROCEDURES Continued

1. Consider the question, "What would happen if everyone looked alike?"
Discussing this question with the use of the pictures will immediately give food for thought and reaction from the students.
2. Spin-off questions might be?
 - What would be good about having everyone look alike?
 - What would be unpleasant about having everyone look alike?
 - What would your family be like if everyone looked alike?
your classroom be like if everyone looked alike?
your neighborhood be like if everyone looked alike?
3. Capitalize on the theme that differences are what make life interesting. We can learn from one another. We can share our ideas with one another. We can be tolerant of one another. We can share what we have with those who don't have the same things. We can grow in our understanding of society of knowing what others have to offer. The discussion can become as sophisticated as the understanding of the group.
4. Introduce the idea that being different makes a person an individual, a unique human being.
5. Ask students to individually share, perhaps in a magic circle situation, the differences that they have that make them extra special.
Be sure to develop an atmosphere that allows the students to talk about their differences without fear of ridicule or fear of being laughed at. Help students to positively reflect on the differences.
6. Have students prepare at home or in class a portfolio of pictures that show differences in people. Students may wish to begin by drawing pictures of their own classmates, of their different teachers, of the members in their family. They may also wish to cut pictures from magazines that show differences among people.
7. Have students share their portfolios with their classmates and their parents.

VARIATIONS

Students could make portfolios of different jobs that people have. They could discuss what makes each job unique and important to society.



FRIENDS

SUPPLEMENTARY RESOURCES

TEACHER

Barnes, Ellen et al. What's The Difference? Teaching Positive Attitudes Toward People With Disabilities. Syracuse, N. Y.: Human Policy Press, 1978 (BICEP 3085).

Herron, Kay. Positive Thinking Exercises - Happy Thinking. Glendale, Calif.: Teaching Stuff, 1975 (BICEP 3146).

TEACHER AND STUDENTS

"My Likes, Looks and Feelings". Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1144).

"Ways People Differ". Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1148).

Shepard, Mary and Ray. Vegetable Soup Activities. New York, N.Y. Citation Press, 1975 (Centerville).

FOLLOW-UP ACTIVITIES

Teacher may wish to design a bulletin board where students display objects and or pictures that show their own uniqueness. This can lead to studying about people in other lands, customs, mores and other individualistic features of humanity.

TEACHER'S NOTES

FRIENDS

TWO SIDES TO EVERY COIN



MATERIALS/RESOURCES

Assorted Coins for Display
Construction Paper
Crayons
Magic Markers
Scissors

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having discussed the similarities and differences in design and lettering of a display of coins, the students will design and create their own special coin honoring someone of importance to them.

PROCEDURES

1. Create a display of pennies, nickels, dimes, quarters, half dollars and silver dollars.
2. Discuss the similarities and differences in design and lettering.
3. Have students design and create an original coin honoring someone of importance to them using construction paper. Both sides of the coin will represent why the student chose to honor that subject.
4. Share these "original" coins with the class using a bulletin board or display.

VARIATIONS

Students might wish to research the types of coins that have been a part of the American monetary system since the days of changing from the barter system to a universal standard.

Students may also wish to investigate the recent minting of the Susan B. Anthony coin and interview banking workers as to the public's general reaction to a new size coin, and whether a general public reaction is positive or negative to a previously established standard of a dollar bill being made into a coin.

FRIENDS

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SUPPLEMENTARY RESOURCES

TEACHER

Katzman, Carol et al. Economy Size. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Currency Connection", p. 5 (BICEP 3054).

TEACHER AND STUDENTS

Caney, Steven. Kids' America. New York, N. Y.: Workman Publishing Co., 1978, "American Coins", pp. 379-82 (BICEP 3059).

FOLLOW-UP ACTIVITIES

A collector of old and rare coins could show his/her collection to the class and explain his/her interest in this hobby.

TEACHER'S NOTES

FRIENDS

FRUSTRATION ENCOUNTER



MATERIALS/RESOURCES

Regular Classroom Texts, or
Regular Materials Printed "backwards" (on copying machine)
Filmstrip
Projector

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Having participated in activities which place them in the position of encountering frustration without access to the usual solutions, students will discuss their feelings and show how they might relate to people with mental/emotional disabilities.

PROCEDURES

1. Explain to students that each individual sees things differently.
2. Discuss how two people looking at the same thing see it differently. Ask students to tell what happened or what they saw or how they felt inside. Show a filmstrip.
3. Ask students to complete one of the following activities:
 - A "worksheet" printed backwards (no using mirrors!)
 - A page of a workbook or text, which you have not yet covered (no questions may be asked or answered - be firm).
4. After completion, bring students together and discuss:
 - How did you feel?
 - Did you get tired of trying?
 - What if things were like this all the time for you?
 - What would have helped you?
5. Carry over to better grasp of frustrations of mentally or emotional handicapped both in social situations and in work situations where tasks are not clearly defined or there is a lack of understanding of needs on the part of an employer or fellow employees.

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FRIENDS

SUPPLEMENTARY RESOURCES

TEACHER

Barnes, Ellen et al. What's The Difference? Teaching Positive Attitudes Towards People With Differences. Syracuse, N.Y.: Human Policy Press, 1978 (BICEP 3085).

STUDENTS

Kamien, Janet. What If You Couldn't? Totowa, N.J.: Charles Scribners & Sons, 1979 (BICEP and Centerville).

Konigsburg, Elaine. All Together, One At A Time. Patterson, N.J.: Atheneum Publishers, 1971 (BICEP and Centerville).

Lasker, Joe. He's My Brother. Chicago, Ill.: Albert Whitman and Co., 1974 (BICEP and Centerville).

TEACHER AND STUDENTS

Bilken, Doug and Barnes, Ellen. You Don't Have to Hear to Cook Pancakes, A Workbook in Understanding People. Syracuse, N. Y.: Human Policy Press, 1978 (BICEP 3152).

FOLLOW-UP ACTIVITIES

Students might wish to collect pictures which show frustration episodes and discuss these. They may wish to role play the scene they visualize in the picture or they may wish to write a short play where the frustration situation is resolved. Students may also wish to write some "frustration encounter" situation cards which are discussed in small values clarification sessions.

TEACHER'S NOTES

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FRIENDS



MATERIALS/RESOURCES

Coffee Cans	String
Egg Cartons	Wood Blocks
Plastic Containers	Tape
Colored Oaktag	
"Tower Power" Worksheet	

DETAILS

LEVEL: Intermediate

TYPE: Small Groups

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After building a tower in small groups, students will be able to identify functions and qualities of leaders and workers in a group task.

PROCEDURES

1. Divide students into groups of four.
2. Hand out the same materials to each group.
3. Explain that each group is to construct a tower that will be judged on three criteria:

Stability
Height
Creativity
4. Have students work in their groups until time is up and then the towers are judged. (Student judges may be used.)
5. Following judging, have students discuss who became the leader of each group and how that person became leader. Also to be discussed is the role of the workers in that group.
6. After discussion of leadership qualities, have the students list what qualities their leader possessed. Use "Tower Power" worksheet.
7. Have students check qualities on leadership checklist.
8. Have students discuss class and work situations in which these qualities are required.

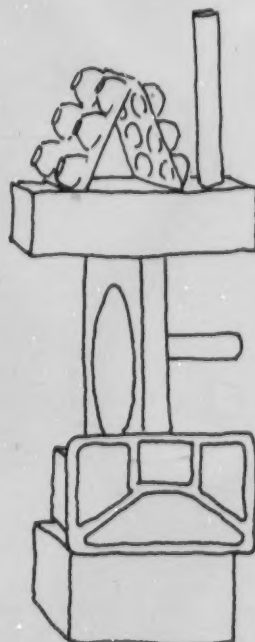
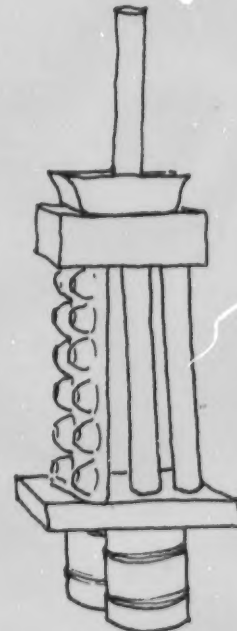
FRIENDS

STUDENT ACTIVITY SHEET

TOWER POWER

LEADERSHIP CHECKLIST

- Gets others to work _____
- Makes decisions with confidence _____
- Good sense _____
- Awareness of the feelings of others _____
- Responsibility _____
- Eagerness _____
- Understanding _____
- Creativity _____
- Good communication _____
- Problem solving abilities _____
- Able to delegate responsibilities _____
- Organization _____
- Patience _____
- Enjoyment of activity _____



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FRIENDS

SUPPLEMENTARY RESOURCES

TEACHER

Benson, Arland et al. Communication, A Career Education Learning Package for Intermediate Level. Benson, Carlson, Larsen Publishers, 1976 (BICEP 1044).

TEACHER AND STUDENTS

Career Education Resource Card File "Carpenter". Niles, Ill.: Developmental Learning Materials, 1976 (BICEP 4068).

"Individual Responsibility and the Group". Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1165).

McKibben, Galen. Looking Forward to a Career - Building Trades. Minneapolis, Minn.: Dillon Press, 1970 (BICEP 9095).

"Getting Along With Others". Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1155).

FOLLOW-UP ACTIVITIES

Students could begin to design "assembly line" jobs where cooperation and an awareness of the interdependence of tasks becomes essential for success. The same cooperative spirit can also become a part of school projects, reports and subjects which require group interaction and responsibility. Students can then relate the habits they are forming in school to the real world of work and see the significance of what they are learning.

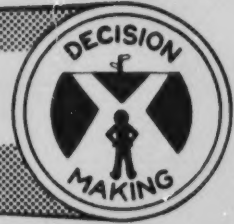
A variation of "Tower Power" would be to have the students construct the tower in groups without benefit of oral communication. This allows for observation of interpersonal skills without benefit of oral persuasion.

TEACHER'S NOTES

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FRIENDS

LAST DECISION ON EARTH!



MATERIALS/RESOURCES

"Last Decision on Earth" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given teacher made activity sheets, the students will decide the last six people to leave earth to begin life on another planet.

PROCEDURES

1. Tell the students that today they are faced with a very important task. Scientists have revealed that pollution is such a critical problem that life will not be able to exist for more than one week on the earth. A special space capsule has been designed to take only six people from earth.
2. Inform the class that they are going to be members of a committee. As members of this committee they are to select the six people that will leave earth and begin life on another planet. The selection must be unanimous and as a member of the committee you cannot go yourself. (See "Last Decision on Earth" worksheet.)
3. Read to the entire class the list of people that the students will select from before making any decisions. Then reread each one and discuss the pros and cons for selecting or not selecting that person.

Example: A thirty-four year old female doctor should be taken because she can reproduce and heal the sick.

4. After the six people have been selected the class will discuss the types of problems they encountered while making the decision. Allow about twenty to thirty minutes for decision making.

Example: How did you feel when everyone wanted to select someone you didn't?

Did you try to convince someone on the committee to select someone you wanted to take that he/she didn't want?

Were you easily swayed in making your selection?

FRIENDS

STUDENT ACTIVITY SHEET

LAST DECISION ON EARTH

DIRECTIONS: You as a class are members of a committee. You have been asked to make an important decision. Due to massive pollution, the resources on earth have been depleted. You must select six people who will leave earth and travel to another planet to continue life. You can not go and the selection must be unanimous. Of the ten people listed below, circle the numbers of those chosen. Please give careful thought to your selections. Good Luck!

1. A boy who never finished high school but works as a carpenter.
2. The boy's girl friend.
3. A 57 year old mayor, who when younger, was a lawyer.
4. A 34 year old female doctor.
5. A priest.
6. A 43 year old black man who is sergeant of the police force.
7. A young scientist who has already invented many terrific things.
8. The scientist's wife who is pregnant but is expected to die after the baby is born.
9. A 68 year old female teacher who has been around the world and is a great lover of art.
10. An ex-convict who was in prison for murder. Since he has been out he has been writing songs that are becoming popular. He wants to be forgiven and start a new life.

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FRIENDS

SUPPLEMENTARY RESOURCES

TEACHER

Project GROW Activity Card # 17, Levels 7-9. "Spaceship Down". Florida State Dept. of Education, 1975 (BICEP 3184).

Simon, Sidney et al. Values Clarification, A Handbook of Practical Strategies for Teachers and Students. New York, N.Y., Hart Publishing Co., Inc., 1972, "Rank Order", pp. 58-93 and "The Fall-Out Shelter Problem", pp. 281-286 (BICEP 2527).

Simpson, Bert K., Becoming Aware of Values. La Mesa, CA., Pennant Press, 1973 (BICEP 2528).

STUDENT

"Space Medic". Highwood, Ill., Curriculum Innovations, Inc., Vol. 8, No. 1, Sept. 1979 pp. 13-14 (BICEP).

"Star Wars and You". Highwood, Ill., Curriculum Innovations, Inc., Vol. I, No. I, Sept. 1977, pp. 4-5 (BICEP).

FOLLOW-UP ACTIVITIES

Students should immediately recognize during this activity and upon its conclusion that the decision alternatives presented are directly related to one's value system. Discussion how one arrives at a value judgment can be very valuable. Students may also wish to restructure the people that may have an opportunity to leave earth. If so, whom would they choose and why?

It would be beneficial for students to discuss any pressures that they felt as a member of the selection committee. This could be likened to being on a "search committee" for an important candidate's position.

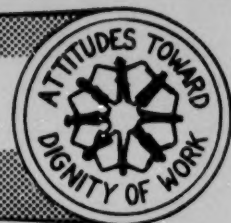
TEACHER'S NOTES

FRIENDS

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School

WORK VERSUS RELAXATION



MATERIALS/RESOURCES

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given an awareness of the meanings of work and leisure, the student will recognize the necessity of personal commitments to work and relaxation in their own school day.

PROCEDURES

1. Begin activity by discussing this open-ended question: What would the world be like if everyone did the same job?
 - were electricians
 - were doctors
 - were plumbers
 - were park rangers
2. Lead students to the conclusion that all of society's needs would not be met. Also help students to see that life in the work world would be very unimaginative because there would be no comparisons or challenges.
3. Continue with this open-ended question: What would the world be like if everyone spent their leisure time doing the same type of activity?
 - played tennis
 - played golf
 - played the guitar
 - collected stamps
4. Lead students to same type of conclusion reached in procedure # 2.
5. Help students understand that all people need to have a balance between work and leisure (play) in order to have a happy life. Also help students to realize that variety in work and leisure helps everyone to express their own individual talents, interests and abilities.
6. Culminate activity by having students analyze their own school day. Have them place what they do during the time they are in school into either category: work or leisure. Encourage their individuality.

SCHOOL

SUPPLEMENTARY RESOURCES

TEACHER

Career Awareness Do It Yourself Survival Kit, Job-Vocation-Leisure. Eugene, Oregon, Lane County School District, "Leisure", pp. 495-608 (BICEP 3024).

TEACHER AND STUDENTS

World of Work: Adventures of the Lollipop Dragon.F/C series. Chicago, Illinois, Society for Visual Education, Inc., 1974 (BICEP 4005).

FOLLOW-UP ACTIVITIES

Students could interview their parents to see if their day is balanced between work and leisure time activities. Boys and girls could also consider whether certain times during the week lend themselves more to work or leisure. For example, Monday through Friday as opposed to weekends. Also the time of the day can be influential such as evening lending itself more to relaxation.

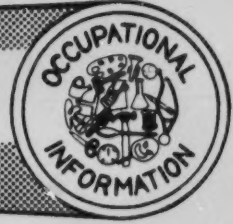
Another activity could be to discuss the idea that some people find their work to really be relaxing. Therefore it is difficult for these people to distinguish between work and leisure.

TEACHER'S NOTES

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SCHOOL

CLASS-Y CLEANERS



MATERIALS/RESOURCES

Custodial Equipment
School Custodian
Magazines

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

After meeting the school custodian and learning about his/her various responsibilities the students will be able to effectively clean their classroom for a one-week period.

PROCEDURES

1. Initiate class discussion concerning the work of the school custodian.
 - What does the custodian do during the school day?
 - What does the custodian do after students leave in the afternoon?
 - How does the custodian help our classroom?
 - Does the school need more than one custodian?
 - What would happen if we didn't have a custodian?
2. Draw responses from the students.
3. Invite school custodian to classroom to tell about his/her job. Have custodian bring his/her working equipment and demonstrate its use.
4. Organize a group visit to the custodian's official storage area.
5. Have custodian take small groups on his/her rounds.
6. Make a class list of the custodian's duties after returning to the classroom.
7. Organize students in classroom to assume these duties for varying periods of time over a one-week period making sure everyone has a specific task to perform.
8. Inform custodian of class plans and ask for his/her suggestions to do the job the best they can.

SCHOOL

SUPPLEMENTARY RESOURCES

TEACHER

"School Workers". Cashmere, Washington: Career Education Curriculum Guide, K-5, Career Education Project, 1974, "School Workers", 1-B-1, "School Workers", 1-f-1, "Janitorial Services", 1-5-1 to 1-5-12 (BICEP 1071).

"People Who Work in the School, Kindergarten Level". Newark, Delaware, Career Education, 1976, pp. 55-57 (BICEP 1030).

TEACHER AND STUDENTS

"Workers In Your School". Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1164).

"Jobs At School", Career Unit for Grades I and II. San Diego, Calif.: Project Choice, 1975 (BICEP CE7700271).

Long, Betty. Careers and Me, Primary Level. Manhattan Beach, Calif.: Teachers, 1978 (BICEP 3156).

FOLLOW-UP ACTIVITIES

In appreciation for the custodian's services students might wish to make a class appreciation banner for the custodian utilizing magazine pictures, product labels, drawings and/or thank you notes. This could be presented to the custodian at an appropriate time or placed in a prominent showcase as a "Very Important Person" in the school worker family.

TEACHER'S NOTES

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SCHOOL

BUS SAFETY RULES



MATERIALS/RESOURCES

Magic Markers
Chart Paper 3' x 5'
Thumb Tacks
School Rules
Bus Rules (Sample List)

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After viewing a filmstrip about bus safety, the students will develop a classroom list of appropriate behavior for riding on a school bus.

PROCEDURES

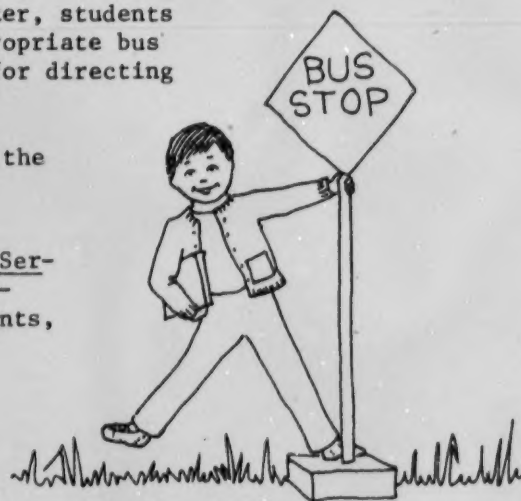
1. Initiate discussion about bus safety rules. Elicit responses from students on positive bus behaviors. Avoid dwelling on "inappropriate actions by others".
2. Show filmstrip about bus safety. (See Resources.) If the filmstrip is unavailable make arrangements to have the school safety officer or a school bus driver visit the classroom. This person can explain his/her job and stress the necessity for students to also do "their job" by being good bus citizens.
3. Following filmstrip or resource speaker, students will develop a classroom list of appropriate bus behaviors. A sample list is include for directing discussion by teacher.
4. Place list in an appropriate spot in the classroom as a reminder.

Note To Teacher:

The Guidelines to School Transportation Services in Massachusetts, 1975 lists expectations for school bus use for all students, K-12 under the following categories:

Previous to Loading
While on the Bus
After Leaving the Bus
Extra Curricular Trips

This guideline list can be obtained from the BICEP Resource Center.



SCHOOL

STUDENT ACTIVITY SHEET

BUS SAFETY RULES

STUDENTS SHOULD REMAIN SEATED WHILE RIDING ON THE SCHOOL BUS.

STUDENTS WILL TALK QUIETLY WHEN RIDING ON THE SCHOOL BUS.

STUDENTS WILL NOT THROW OBJECTS OF ANY KIND WHILE RIDING ON THE SCHOOL BUS.

WHILE WAITING AT THE BUS STOP, STUDENTS WILL NOT RUN INTO THE STREET.

STUDENTS WILL KEEP THEIR HANDS INSIDE THE BUS, NOT OUT THE WINDOW.

STUDENTS WILL NOT "ROUGH HOUSE" WHILE RIDING ON THE BUS.

STUDENTS WILL CROSS IN FRONT OF THE BUS ONLY WHEN DEPARTING.

STUDENTS WILL LOOK BOTH WAYS BEFORE CROSSING THE STREET.

STUDENTS WILL BE RESPECTFUL AND HELPFUL TO THE BUS DRIVER AT ALL TIMES.

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SCHOOL

SUPPLEMENTARY RESOURCES

TEACHER

School Bus Safety, Multi-Media Unit. Greenfield, MA., Channing L. Bete Co., Inc., (BICEP and Centerville).

School Bus Safe Riding Practices Brochure. Mass. Dept. of Education (BICEP).

STUDENT

Long, Betty. Careers and Me, Primary. Manhattan Beach, CA., Teachers, 1978, "Be A Bus Driver", p. 37 (BICEP 3156).

Work in Transportation F/C. Lakeland, FLA., Learning Resources Co., 1974 (BICEP 4007D)

FOLLOW-UP ACTIVITIES

Students may wish to consider organizing with the assistance of their teachers and the approval of their principal a bus safety program. This can be organized through a student council and boys and girls can take turns assisting the safety officer at the local school with school entrance and dismissal procedures.

TEACHER'S NOTES

SCHOOL

WHEELS 'N OTHER GOOD STUFF



MATERIALS/RESOURCES

Crutches, a Wheelchair, Braces, Prosthetic Devices, Hearing Aid, Braille Slate or Braille Writer

(See Supplementary Resources.)

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

After discussing the different variables created by "handicapping" conditions (e.g., wheelchairs, braces), students will increase their awareness of the frustrations the handicapped person experiences.

PROCEDURES

1. Discuss with students that everyone is different. Some students can do things better than others. Use questions below to begin discussion.
 - What things do you enjoy doing?
 - Do you enjoy only those things you do well?
 - When things are difficult for you, do you give up, ask for help or start over again?
 - Have you ever been in a group where other students can do things better than you? How does that make you feel?
 - Do you need help on doing the things that others need help doing?
2. Discuss the meaning of "handicapped". (Handicapped means disabled or crippled; any disadvantage or disability; a hindrance.) Arrange for students to use aids. Create a climate where all students will have the opportunity to use the aids and react accordingly.
3. Allow students to use various aids for a given length of time (for example, forty-five minutes in a wheelchair). A list of aids is shown below.

Wheelchair

Braces, prostheses

Hearing aids

Braille

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SCHOOL

PROCEDURES Continued

4. Discuss with the class their experiences and feelings.

- Were there places you could not go?
- Did people look at you in a different way?
- Could you do all the things you wanted to do?
- Could you move quickly?
- Did you tire easily?
- How did you feel when people looked at you?
- What was the most frustrating thing about the experience?

5. For additional resources refer to:

Helmund, Judith. People Are a Rainbow Kit V, Blue, Orthopedic Handicaps. Hyannis, MA, Barnstable Public Schools, 1979 (BICEP and Centerville).



SCHOOL

SUPPLEMENTARY RESOURCES

STUDENTS

Wolf, Bernard. Don't Feel Sorry For Paul. New York, N.Y.: J. B. Lippincott Co., 1974 (Centerville).

Wolf, Bernard. Anna's Silent World. New York, N.Y.: J. B. Lippincott Co., 1974 (Centerville).

TEACHER AND STUDENTS

Bilken, Douglas and Sokoloff, Michele. What Do You Do When Your Wheelchair Gets A Flat Tire? Questions and Answers About Disabilities. Syracuse, N.Y.: Human Policy Press, 1978 (BICEP 3153).

Cohen, Shirley. Accepting Individual Differences Series (Teacher and Student). Niles, Ill.: Developmental Learning Materials, 1977 (BICEP 9182).

Stein, Sara Bennett. About Handicaps, An Open Family Book for Parents and Children Together. New York, N.Y.: Walker and Company, 1974 (BICEP 9022).

FOLLOW-UP ACTIVITIES

If possible, allow the students to experience the aid outside of the school community. Discuss the questions included in the activity paying careful attention to the public's reaction.

Teacher could contact (prior or following this activity) local agencies that support and encourage a greater understanding of handicaps. Examples might include:

Disabled American Veterans

United Way

Center for the Blind

United Cerebral Palsy Association

Easter Seal Society

Multiple Sclerosis National Society

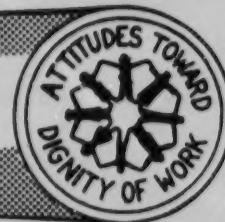
March of Dimes

TEACHER'S NOTES

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SCHOOL

GIVE A LITTLE - GET A LOT!



MATERIALS/RESOURCES

Chart Paper
Magic Markers

DETAILS

LEVEL: Primary

TYPE: Entire Class
Small Groups

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Following a discussion about the meaning of "volunteer", students will survey their parents and neighbors to see what kinds of volunteer work is done in the community.

PROCEDURES

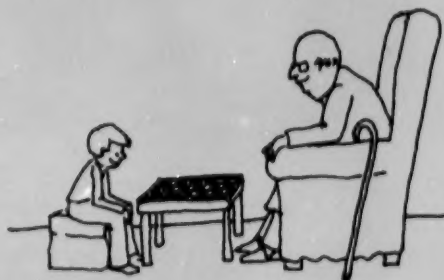
1. Lead a class discussion about the meaning of the term "volunteer". Emphasize the aspect of using extra time in meaningful ways, making new friends, learning new ideas as well as working for no salary or monetary reward.
2. Have class share examples of people in their experience that have been volunteers.
3. Guide this sharing session so students can see that people of all ages and walks of life do volunteer work.
4. Have the class make a list of the activities mentioned by individuals. Examples of volunteer activities may include:
 - Leading or assisting with Scout groups
 - Coaching Little League or other sporting events
 - Driving someone to a doctor's appointment or to the store
 - Babysitting for a friend or neighbor
 - Going on a field trip with a class at school
 - Collecting money for the United Fund or another service group
 - Serving on a committee for town government
 - Visiting elderly people in a nursing home
 - Raking leaves for a neighbor who is ill or elderly.

SCHOOL

PROCEDURES Continued

5. Have students ask their parents and neighbors what kinds of volunteer activities they may have done. A tabulation can be recorded on chart paper. This will provide a "visual" data bank of the kinds of volunteer work being done and can lead to interesting discussions as the data is analyzed.

- Why is _____ so popular?
- What could be the reason that only two people have volunteered to _____?
- Which of these activities would you like to do? Why? Why not?



SUPPLEMENTARY RESOURCES

TEACHER

Cooper, Mark and Elardo, Phyllis. AWARE, Activities for Social Development. Reading, Mass.: Addison-Wesley Publishing Co., 1977, p. 159 (BICEP 3274).

"Involving the Community: Interaction Between The World of Work and the World of Education". Cashmere, Wash.: Career Education Project, Rural Career Education Teacher Training Cadre, Module D, 1979 (BICEP 8003).

Leisure Education Curriculum, Volume 1, Kindergarten-Grade 6. Arlington, Va.: National Recreation and Park Ass'n, 1977, pp. 406-443 (BICEP 1063).

"Resource People". Minn. Environmental Science Foundation, Inc., 1974 (BICEP).

State Project to Implement Career Education- How to Develop and Use Community Based Resources. New York, 1974 (BICEP 5000).

STUDENTS

Career World #1, Vol. 2, No. 6, Feb. 1979 "The Value of Volunteering", Curriculum Innovations, Inc., pp. 22-23 (BICEP).

FOLLOW-UP ACTIVITIES

Upon completion of this activity, students may wish to sign up for a "volunteer" job in their home, school or neighborhood. The teacher may wish to keep a chart of "contracts" made as well as accomplishments.

TEACHER'S NOTES

SCHOOL

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SCHOOL WORKERS



MATERIALS/RESOURCES

Camera
Film
Drawing Paper
Pencils/Pens
Interview Form

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

After a tour and discussion of the school, the students will interview school workers.

PROCEDURES

1. Conduct a tour of the school.
2. Discuss and list the various jobs within the school community:

Principal	Custodian
Parent Volunteer	Aide
Nurse	Secretary
Teacher	Librarian
Cook	Counselor

Specialists

Discuss ways that students can personally learn about the workers in the school community.

3. Discuss interviewing the workers and appropriate behaviors for interviewing.
4. Distribute Interview Forms and discuss questions with students.
5. Stress the following techniques to be practiced before actual interview is conducted:

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SCHOOL

PROCEDURES Continued

- Introduce yourself.
 - State reason for interview.
 - Speak clearly.
 - Bring proper materials to record information.
 - Dress properly.
 - Thank person for interview at conclusion.
6. Arrange for individual or group interviews. Students will select the individual they would like to interview. Be sure every school worker is interviewed. Small groups of students may work together if staff is limited.
 7. Have students take pictures of various workers if a camera is available.
 8. As a result of the interview, students will caption the photographs of the workers, giving their names, and a sentence about the work they do. Students may use these pictures to make a bulletin board.
 9. Culminate the activity with class written "thank you" notes, or an "Appreciation Tea." This could be expanded to an "Appreciation Day" with letters, drawings, and help given by students in as great detail as students and teachers wish.



SCHOOL

STUDENT ACTIVITY SHEET

SCHOOL WORKERS

Interview Form

MY INTERVIEW WITH _____.

1. What is the name of your job? _____

2. What do you do in your job? _____

3. How many different kinds of people do you work with? _____

4. What do you like best about your work? _____

5. What is hardest for you to do in your school job? _____

6. What are some things my friends and I could do to help you in your school job?

7. When did you decide that you wanted to do this kind of work? _____

Interview conducted by: _____

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SCHOOL

SUPPLEMENTARY RESOURCES

TEACHER

"My Home and My School" Career Awareness in the Elementary Grades. Memphis, Tennessee, City Schools, 1974, pp. 98-106 (BICEP 1060).

"People Who Work In The School, Kindergarten Level". Newark, Delaware, School District, 1976, pp. 55-57 (BICEP 1030).

"School Workers" Career Education Curriculum Guide, K-5. Cashmere, Washington, Career Education Project, 1974, "School Workers", 1-B-1, "School Workers", 1-F-1 (BICEP 1071).

STUDENTS

Independent Map and Orientation Activities - Where I am - A Home School Workbook. Niles, Ill.: Developmental Learning Materials, 1977, pp. 13, 15 (BICEP 3159).

TEACHER AND STUDENTS

Schwartz, Linda. When I Grow Up, Intermediate - Discovering Careers Through Self-Directed Activities. Prentice-Hall Learning Systems, 1976, "My Interview", p. 6 and "School Maze", p. 19 (BICEP 3280).

FOLLOW-UP ACTIVITIES

Creative writing stories might be introduced, especially if students are included in photographs of school workers.

Design a school map and place photographs and/or drawings in appropriate locations.

Have students write their own directions for a specific school worker's location. Then let another student follow these directions.

TEACHER'S NOTES

SCHOOL

PRODUCT ICE CREAM



MATERIALS/RESOURCES

Cookbooks to list ingredients for ice cream
Churn

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After discussing responsibilities of workers and "division of labor", the students will participate in an assembly line and share in an ice cream making project.

PROCEDURES

1. Have students discuss and list the jobs and responsibilities necessary to form an assembly line to produce ice cream. They may peruse through cookbooks to decide on a recipe.
2. Form ice cream committees to include all workers sharing in the responsibilities. When a job is too big for one person to do, divide the responsibility among several people.
3. Form an assembly line. In doing so, each person becomes proficient at a job, thereby increasing productivity. "Division of labor" is the dividing of responsibility.
4. Discuss questions following the assembly line production of the ice cream.
 - How can division of labor and specialization of a task help in the project?
 - Can you think of some examples of division of labor at home, school, or at work?
 - What are some advantages of an assembly line over one person's doing all the work?



SCHOOL

SUPPLEMENTARY RESOURCES

TEACHER

"Candy Sale". Cashmere, Washington, Language Arts Curriculum Guide, K-5. Career Education Project, 1974, pp. 5-D-1 to 5-D-3 (BICEP 1071).

"Christmas Cards", Gaining Interest in Economics Activity Cards, Grades 4-6. Arizona Dept. of Education, 1978, Card #19 (BICEP 4073).

Lawson, Jane and Finn, Peter. Career Education Activities for Subject Area Teachers, Grades 1-6. Cambridge, Mass.: Abt Publications, 1975, "Assemble and Produce", pp. 21-23 (BICEP 3076).

FOLLOW-UP ACTIVITIES

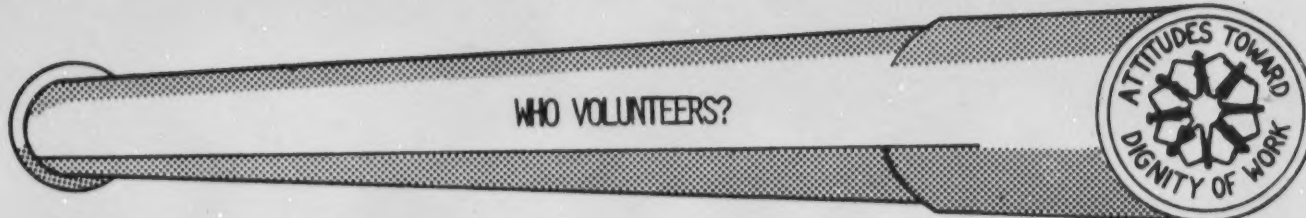
Share ice cream with another class. Arrange a visit to view some type of assembly line production.

This activity can be related to "Sundae School" found in BICEP Career Awareness Curriculum, Mathematics.

TEACHER'S NOTES

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SCHOOL



MATERIALS/RESOURCES

Chart Paper
Magic Markers
"Who Volunteers?" Survey Form

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
Small Groups
TIME: Ten to Fifteen
Class Periods

INSTRUCTIONAL OBJECTIVE

Following a discussion of the meaning of a "volunteer", students will locate and list a designated number of situations in the community where volunteers are working.

PROCEDURES

1. Hold a discussion on the meaning of a "volunteer". (A volunteer is a person who performs or gives service of his/her own free will.)

- Candy strippers at the hospital
- Den leaders for Boy Scouts or Girl Scouts
- Coach of Little League
- Person who serves on local committees
- Someone who drives a person to an appointment
- Big Brother / Big Sister
- Red Cross volunteer
- Project HELP
- Project SCORE
- Salvation Army
- Library Aide
- Environment Conservation Projects
- Person who visits nursing homes
- Person who teaches mini courses
- Person who shares jobs/work with school students.

Have the discussion focus on what volunteers can do in the community. Some ideas students might suggest are listed above.

SCHOOL

PROCEDURES Continued

2. Have each student describe a personal experience with someone who has volunteered in his/her life in some way.
3. Divide the class into small groups. Their task will be to list questions which can be asked in places where people might volunteer to see whether volunteers are serving there currently.
4. Have class do a survey to determine volunteer roles in the community. (See Sample.) Sample questions which might be asked are listed below.
 - Do you have volunteers who work in your business/agency/organization?
 - What types of jobs do these volunteers have?
 - How often do the volunteers help you in your work?
 - Who trains your volunteers?
 - How do you show appreciation to your volunteers for their services?
 - If your business/agency/organization does not use volunteers, explain why this is so.
5. Decide upon procedures for conducting the survey. Considerations include the following:
 - Have survey form and appropriate writing materials ready for data collection.
 - Dress properly to enter local work sites.
 - Identify yourself as a student conducting a survey.
 - Ask questions clearly and without taking too much time from employee's schedule.
 - Record data accurately.
 - Thank person/agency for information.

Prior to actually conducting the survey, teacher and students should map out agencies/businesses and organizations and the areas which they will contact. Each student should be assigned a specific location thereby alleviating duplication of effort and contacting the same people more than once.
6. Have class members conduct the survey.
7. Tabulate data collected on chart paper following completion of the survey.

SCHOOL

STUDENT ACTIVITY SHEET

WHO VOLUNTEERS?

A SURVEY OF MY COMMUNITY

DATA COLLECTOR: _____

LOCATION: _____
(Street, Section, Agency)

AGENCY BUSINESS ORGANIZATION	WORK ROLE	NO. OF EMPLOYEES	NO. OF VOLUNTEERS	TASKS PERFORMED BY VOLUNTEERS
Hyannis Public Library	Provide reading materials to the public.	10	6	Repair books Answer telephone Shelve books Set up displays

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SCHOOL

SUPPLEMENTARY RESOURCES

TEACHER

Hoyt, Kenneth. Chambers of Commerce and Career Education. Washington, D.C.: U. S. Gov't Printing Office, 1978 (BICEP 5030).

Hoyt, Kenneth. Community Resources for Career Education. Washington, D. C.: U. S. Gov't Printing Office, 1976 (BICEP 5023).

"Resource People". Minn. Environmental Science Foundation, Inc., 1974 (BICEP).

State Project to Implement Career Education - How to Develop and Use Community-Based Resources. New York, 1974 (BICEP 5000).

STUDENT

Farnette, Cherrie et al., At Least A Thousand Things To Do. Nashville, Tenn., Incentive Publications, Inc., 1977, "Working Experiences", p. 93 (BICEP 3046).

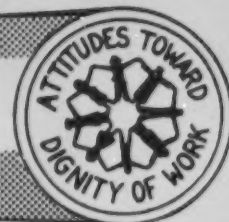
FOLLOW-UP ACTIVITIES

Maps of the community will help students identify those areas where volunteers work. Materials from the Chamber of Commerce will identify service agencies.

TEACHER'S NOTES

SCHOOL

WHOM DID YOU HELP TODAY?



MATERIALS/RESOURCES

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Five to Ten
Class Periods

INSTRUCTIONAL OBJECTIVE

Following a class project of surveying the community for places using volunteers, students will participate in a voluntary activity.

PROCEDURES

A FOLLOW-UP ACTIVITY TO "WHO VOLUNTEERS?"

1. Have students decide upon possible volunteer opportunities they know students of their age could handle.
2. Have each student select at least one such opportunity to investigate - where it is, what is involved, how often, what skills or abilities would be needed; why should a student be considered for this particular kind of volunteer service?
3. Have each student report back to the group about his/her investigation.
4. Have each student decide upon at least one volunteer situation in which to serve, either one he/she investigated or one he/she has heard reported by a classmate. Make arrangements to begin volunteer service.

NOTE: A general letter of explanation should be sent to parents of the students by the teacher, giving information and project particulars so they can support the students' efforts.

POSSIBLE VOLUNTEER SITUATIONS

School - Library, office, lunchroom,
playground (primary grades)
nurse's office

Nursing Home

Church

A Neighbor

Grandparents

SCHOOL

PROCEDURES Continued

5. On completion of volunteer activities, focus discussion on the following:

- What service did you perform?
- Would you consider volunteering again for this same service?
- Would you encourage your friends to participate in a volunteer program?
- Should everyone volunteer for some type of activity?
- How did you feel after you provided your service?
- What did you learn from the volunteer experience that you didn't expect to learn?



SCHOOL

SUPPLEMENTARY RESOURCES

TEACHER

Barnes, Ellen et al. Teach and Reach. Syracuse, N.Y.: Human Policy Press, 1977, pp. 163-171 (BICEP 3284).

STUDENTS

"Careers For The Young - Serving The Old" and "About Volunteering". Highwood, Ill.: Curriculum Innovations, Inc., Career World 2, Vol. 7, No. 6, Feb. 1979 (BICEP).

Yerian, Cameron and Margaret, Editors. Fun Time Activities, Community Projects. Chicago, Ill.: Children's Press, 1975 (Hyannis East).

FOLLOW-UP ACTIVITIES

A way to show appreciation to those who serve as volunteers in school activities is to sponsor a dance, a luncheon, a fair, etc. and invite those people who have provided services to the event as special dignitaries.

TEACHER'S NOTES

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SCHOOL

ARCHITECTURAL BARRIERS



MATERIALS/RESOURCES

"Architectural Barriers" Checklist

Pencils

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups
Individuals

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

After a field trip to a "barrier free building", students will discuss the physical characteristics of that building and evaluate their own school building according to a prepared checklist.

PROCEDURES

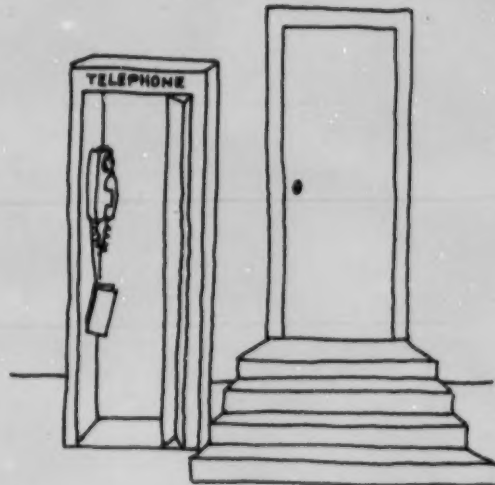
1. Discuss with the students the factors which make a building "barrier free".
 - Are there ramps, as opposed to stairs, for ease in pushing a wheelchair?
 - Are door handles and pushbars on doors low enough to be reached by a person in a wheelchair?
 - Do doors open in or out?
 - Are doors too heavy to be pushed by a person with limited motion?
(This applies to water fountains, phones, etc., also)
 - Is there any reserved parking?
 - Is there an elevator? If so, are floor numbers marked in Braille?
Are there any signals which tell whether the elevator is going up or down?
 - Are doorways wide enough to accommodate a wheelchair (at least 32")?
 - Are there audible and visual signals for changing classes, for fire alarms, etc. so blind and deaf students can see or hear them?

SCHOOL

PROCEDURES Continued

2. Distribute checklist to students. Go over all items so students understand its contents.
3. Arrange for student assignments to buildings discussed by class as those which service many people and those which should definitely be "barrier free". Examples might include:

Airports
Places of worship
Educational institutions
Government buildings
Shopping malls
Theaters



4. Allow time for students to conduct their observations.
5. Upon completion of checklists (either individually or in groups of two students), discuss results.
6. For additional resources refer to:
Helmund, Judith. People Are A Rainbow, Kit V, Blue, Orthopedic Handicaps. Hyannis, MA, Barnstable Public Schools, 1979 (BICEP and Centerville).



STUDENT ACTIVITY SHEET

ARCHITECTURAL BARRIERS

CHECKLIST

DIRECTIONS: Using your checklist, study the structure of your school building to determine whether it is easily accessible to all persons (children, parents, senior citizens, distributors of goods, handicapped persons). If you have an opportunity, you may wish to interview people who work in the school and are responsible for its physical maintenance for their opinions.

Indicate whether the school building is "barrier free" or whether it is "off limits" to handicapped persons because of its physical structure.

	YES	NO
Is there more than one entrance?		
Are there ramps or cement risers for main entrance to building?		
Are door handles and pushbars not easily reached by people with limited physical movement?		
Do doors open in?		
Do doors open out?		
Is there a parking space close to the building?		
Is the parking space level with the ground?		
Is the parking space reached by stairs?		
Does the parking area have special slots marked with handicapped "logs"?		
Does the school have an elevator?		
Are the floor numbers and inside writing on elevator marked in Braille?		
Is the elevator large enough to accommodate a wheelchair?		
Are the rest room doors wide enough to accommodate a wheelchair (at least 32 inches)?		
Are there support bars or handles in toilet area?		
Are there visual signs for exits?		

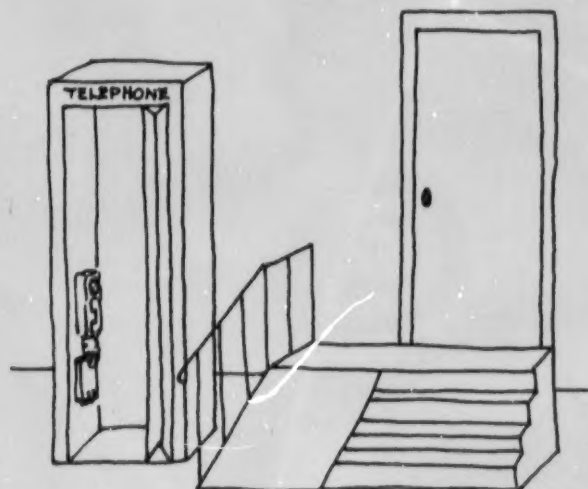
SCHOOL

STUDENT ACTIVITY SHEET

ARCHITECTURAL BARRIERS

CHECKLIST (Page 2)

	YES	NO
Are there audible signals for changing classes, fire emergencies, lunch hours, etc.?		
Is there a spectator portion of the gymnasium portioned off for those that can't actively participate?		
Are there "open" telephone booths to accommodate persons confined to wheel chairs?		
Are the telephone positioned low enough for persons who can't stand up by themselves?		



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SCHOOL

SUPPLEMENTARY RESOURCES

TEACHER

Barnes, Ellen et al. What's The Difference? Teaching Positive Attitudes Toward People With Disabilities. Syracuse, N.Y.: Human Policy Press, 1978, "Environmental Barriers", pp. 80-86 (BICEP 3085).

My Father's An Architect, Filmstrip/Cassette. Mahwah, N.J.: Troll Associates, 1974 (BICEP 4023L).

STUDENTS

Lasson, Robert. If I Had A Hammer, Woodworking With Seven Basic Tools. New York, N.Y.: E. P. Dutton & Co., Inc., 1974 (Centerville).

Setzekorn, William D. Looking Forward To A Career, Architecture. Minneapolis, Minn.: Dillon Press, 1974 (BICEP 9093).

FOLLOW-UP ACTIVITIES

Teacher could arrange for a building inspector, an architect, or a city planner to come to the classroom and discuss building construction with an emphasis on making structures accessible to all peoples.

Students might wish to redesign the buildings which didn't "measure up" to standards.

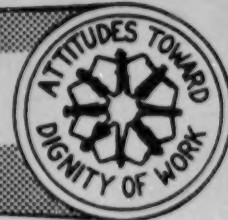
Students may wish to write an editorial to the local news media stating their observations and voicing their concerns.

TEACHER'S NOTES



SCHOOL

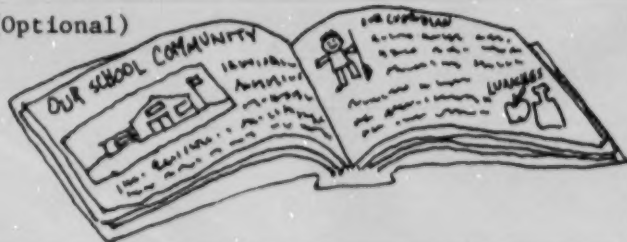
SCHOOL COMMUNITY INTERVIEWS



MATERIALS/RESOURCES

"Interview Sheet" Worksheet

Camera (Optional)



DETAILS

LEVEL: Intermediate

TYPE: Small Groups

TIME: Two to Three
Class Periods

INSTRUCTIONAL OBJECTIVE

During a tour of the school community, each student will interview a particular worker and share with the class how workers feel about their jobs.

PROCEDURES

1. In small groups have students interview members of the staff. Have students use the "Interview Sheet" worksheet provided.
2. Have students share their interviews with the class utilizing one or more of the following options:
 - Read the information from the interview sheet. Encourage the students to add any comments they feel are important about the person or nature of the job.
 - Using the information from the interview sheet, the students will write summaries of their interviews.
 - Draw pictures or have the teacher take photos of the interviewed persons.
3. As a culminating activity, display the finished interviews, summaries and/or pictures on a bulletin board entitled "Did You Know?" A book entitled "Our School Community!" could be assembled from a copy of all the written material.



SCHOOL

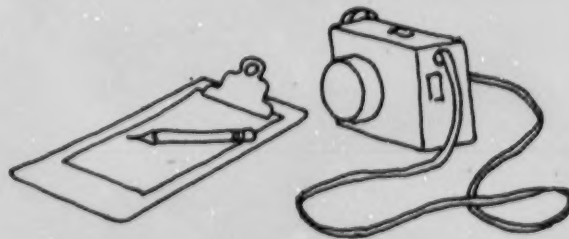
STUDENT ACTIVITY SHEET

SCHOOL COMMUNITY INTERVIEWS

INTERVIEW SHEET

AN INTERVIEW WITH _____
SCHOOL COMMUNITY MEMBER

1. WHAT IS THE NAME OF YOUR JOB?
2. WHAT THREE SENTENCES BEST DESCRIBE YOUR JOB?
3. HOW MANY PEOPLE DO YOU WORK WITH?
4. WHAT DO YOU LIKE BEST IN YOUR JOB?
5. WHAT DO YOU LIKE LEAST ABOUT YOUR JOB?
6. ARE YOU HAPPY DOING IT? _____ WHY OR WHY NOT?
7. WHAT ARE YOUR LEISURE TIME ACTIVITIES?
8. HOW DO YOU GET INVOLVED IN YOUR LEISURE TIME ACTIVITIES - FRIEND, BOREDOM, SELF-INTEREST, ETC.?



SCHOOL

SUPPLEMENTARY RESOURCES

TEACHER

Hoyt, Kenneth. Community Resources for Career Education. Washington, D.C., U.S. Government Printing Office, 1976 (BICEP 5009).

TEACHER AND STUDENTS

Building Your Tomorrows, "How Today's School Can Help You In Tomorrow's Work". Columbus GA., American Learning Systems, Inc., 1974 (BICEP 1215).

STUDENT

Witte, Carol R. The Career Workbook, Elementary. Manhattan Beach, CA., Teachers, 1978, "School Workers", p. 9 and "Community Workers", p. 10 (BICEP 3157).

FOLLOW-UP ACTIVITIES

The book which the students design entitled "Our School Community" could be a portion of a school handbook which not only emphasizes workers but also programs, philosophy and regulations. The section written by students would demonstrate writing skills attained by doing an activity such as this one.

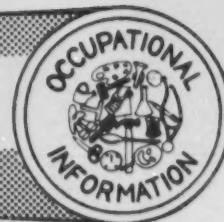
TEACHER'S NOTES

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SCHOOL

Community

WORK SOUNDS



MATERIALS/RESOURCES

Tape Recording of Work Sounds
Tape Recorder
"Work Sounds" Worksheet (optional)

DETAILS

LEVEL: Primary
TYPE: Entire Class
Individual
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Students will identify occupations that have associated sounds connected to them.

PROCEDURES

FIRST CLASS PERIOD

1. Motivate students by playing a tape recording of work sounds. If activity is being done at early primary level, have students respond as they recognize each sound and record their thoughts on the chalkboard or on experience chart paper. If students are in upper primary level, the teacher may wish to use the "Work Sounds" worksheet for responses.
2. Upon completion of recording, ask students to consider other types of work sounds which were not recorded.
3. List all the sounds that the students offer.
4. Assign students the task of listening for at least one unusual work sound they hear between the time they leave school and return the next day. Suggest that sounds may occur on the way home, at home, or in the neighborhood.

SECOND CLASS PERIOD

5. Begin second portion of activity by teacher sharing one unusual work sound he/she heard since previous day. This will encourage motivation for second class period.
6. Allow time for students to share their "sensory" observations.

COMM.

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PROCEDURES Continued

Instructions for Recording Work Sounds on Tape Recorder

Materials needed:

- one standard tape recorder (preferably battery operated to avoid problems when recording out of doors)
- one blank cassette
- list of sounds to be recorded

Procedures:

1. Compile list of working sounds. Try to design list so there is a contrast between loud and soft sounds, fast and slower sounds, pleasant and irritable sounds.
2. Go to work sites and record sounds (either with permission of worker or on-the-scene recording).
3. Play back sounds and be sure that they are identifiable to at least two other people. Leave a brief silent pause between each work sound so students are able to recognize when each new one begins.
4. If desired, add a "direction" portion at the beginning of the tape and also closing remarks at the conclusion of the recording.
5. A suggested "contents" might be the following work sounds:

siren	ambulance
clock ticking	clock repair shop
cash register	supermarket cashier
vacumn cleaner	custodian, homemaker
car horn	taxi driver
whir of dryer	laundromat operator
typewriter	stenographer
jack hammer	road repair person
key turning in lock	locksmith
coin sorter	bank worker
dog barking	pet shop
dancer(tap shoes)	performer
whir of engines	pilot
hammer	carpenter

6. Allow for the fact that some sound will evoke several responses from the students and each will be accurate.

SUPPLEMENTARY RESOURCES

TEACHER

The K-3 Hand Book. Springfield, Illinois, Illinois Dept. of Education, 1977, "Listening Activities", pp. 81-84 (BICEP 3113).

Familiar Sounds - Careers(cassette). Niles, Illinois, Developmental Learning Materials (BICEP).

Sullivan, Mary Beth et al. Feeling Free. Reading, MA., Addison-Wesley Publishing Co., 1979 (BICEP).

"Our Parents As Community Helpers", Grade One. Newark, Delaware School District, 1976 pp. 36-45 (BICEP 1031).

STUDENT

Scarry, Richard. What Do People Do All Day? New York, G.P. Putnam's Sons, 1968 (Centerville).

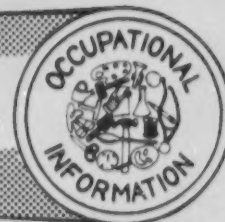
FOLLOW-UP ACTIVITIES

This activity can lead to other sensory observations of the work world. Students may wish to extend their awareness to the sense of smell such as pies cooking at a bakery, fish at a cannery, wheat being cut for harvest, apples in an orchard at picking time etc.

TEACHER'S NOTES

COMM.

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**MATERIALS/RESOURCES**

Teacher Made Store Fronts
Hats, Tools and Uniforms of Workers
Pictures of Workers

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

When presented with teacher made store fronts, students will name and or select various tools, objects, workers from within that store and discuss with the class the importance of each.

PROCEDURES

1. Present students with the various teacher made store fronts and a box of tools, hats, pictures of workers, uniforms and other related objects.

Note To Teacher:

These might be collected through the efforts of a parent advisory council, by soliciting the items from local businesses and work sites, from borrowing them from a local career education resource center, or by asking students to bring in samples which they will obtain from parents, relatives, friends and acquaintances.

2. Ask the students to identify the particular store, shop, business etc.
3. Continue the discussion by having the class name various objects, tools, types of workers that are found within each store. An example might be the following:

Show the class the front of a fire station or a police station.

Ask the following questions:

What building is this?

What workers can be found within this building?

What types of tools will be used by the workers within this building?

Is this a building that you would like to work in? Why or why not?

4. As students name or select objects, pictures etc. hand them around the room. Be sure that the students can discuss the importance of each object, worker or tool.

COMM.

PROCEDURES Continued

5. An example of a hanging store front and the things necessary for making it are listed below:

Materials Needed: scissors, sheet, broomstick or dowling, glue, felt tip markers, yarn, nails and any other items which will make the building seen realistic to the students.

Directions:

- Cut an old sheet the length of your rod or piece of dowling. The longer the rod, the bigger the store front will become.
- Form a hem at one end with glue. Slide the rod through.
- Cut out windows and a door frame from fabric. Use additional fabric to glue them on the building.
- Draw on bricks, shingles, or aluminum siding
- Tie yarn at ends of rod to hang the store front.
- Collect pictures or objects appropriate to each building.

Shop Ideas:

- | | |
|--------------------------|---------------------------------|
| - fire station | - police station |
| - post office | - private investigator's office |
| - barber shop | - gift shop |
| - pet store | - photographer's shop |
| - pizza parlor | - florist shop |
| - bakery | - butcher shop |
| - ice cream shop | - candle shop |
| - television repair shop | - department store |



COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Fiarotta, Phyllis and Fiarotta, Noel. Be What You Want To Be. New York, N.Y.: Workman Publishing Company, 1977 (BICEP 3106).

TEACHER AND STUDENT

Let's Go Shopping. St. Paul, Minn.: Trend Enterprises, Inc., 1975 (BICEP).

STUDENT

Loberg, Mary Alice. People At Work. Kansas City, Mo.: Hallmark Cards, Inc., (no copyright date) (BICEP 9014).

Jones, Ann. The Career Color/Cut-Out Book For Girls and Boys. Los Angeles, CA., Price/Stern/Sloan Publishers, Inc., 1977 (BICEP 3275).

FOLLOW-UP ACTIVITIES

Change store front each week and have students create their own shops, discussing what types of services they will have available.

Visit each shop that is created on field trips prior to the creation of the shop (if possible).

Complete creative writing activities such as "Once I went behind the front door of a pizza parlor and I saw....."

TEACHER'S NOTES

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COMM.

BE A FIREFIGHTER



MATERIALS/RESOURCES

Equipment from Fire Department (or simulation)
Hoses
Fire Extinguishers
Hats (See Sample Drawing)
Firetruck Made of Blocks
Other appropriate materials brought from home.

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Following a discussion and presentation by a firefighter, the students will demonstrate their knowledge of a firefighter's activities during routine and emergency situations in one of the following ways: 1) Design their own and/or utilize firefighting equipment to roleplay and model a firefighter at the fire house; 2) write a story, using story-starters or 3) design a series of drawings depicting firefighters' tasks.

PROCEDURES

1. Arrange a visit to or by the fire department personnel. Prior to visit discuss with the firefighter specifics about the class and the activity objectives.
Suggested Guidelines: a) age level/length of attention span of the class;
b) materials and subject matter to be covered (include firefighters' routine and emergency activities/equipment used).
2. Engage students in a pre-visit discussion. Students should share present knowledge of a firefighter and his/her duties and responsibilities. Teacher may use resources listed as visual helps (books/pictures).
3. Have an actual presentation by a firefighter in class or in a visit to a fire station. Depending on age level, students may "interview" firefighter during a special question/answer time.

Sample Questions:

What do you like most about your job?

Tell about one unusual/funny/dangerous thing that has happened to you on your job.

How long have you been a firefighter?

What training did you need for this job?

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PROCEDURES Continued

4. Hold a post-visit discussion with students to include new discoveries learned about firefighters. Review step by step techniques of routine and emergency situations. Review duties and responsibilities of a firefighter, his/her equipment and surroundings. Vocabulary about firefighters may be introduced.
5. (a) Set up an area in classroom to simulate fire house. Students may help if possible. Some items that might be included are:

Map of the area (with push pins to mark fire location)

Fire Trucks (constructed from blocks) with hoses (old garden hose or plastic tubing)

Cardboard Extinguishers

Hats (See sample.)

Other clothing, boots, etc. might be borrowed from the fire department.

Telephone and Desk

(See drawing of simulation.)

Children will role play and model the firefighter's tasks.



OR

(b) Have students write stories about a firefighter - adventure stories depicting tasks of the firefighter (true to life situations). Teacher may develop story starters involving a firefighter and the students would use the "starter" to write their story.

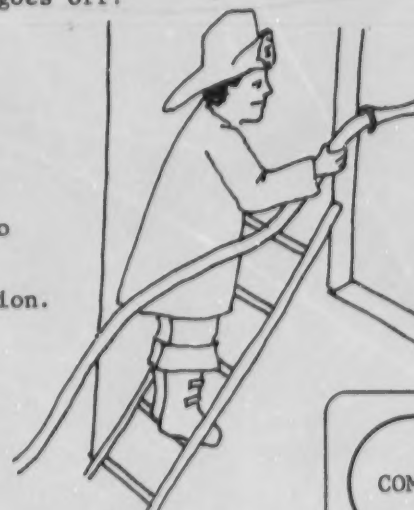
Example: The fire alarm suddenly rang at the station and ...

(c) Have the students, in small groups, show through a series of drawings (each group member contributing a drawing) an activity step by step of a firefighter's task. This would culminate in a series of drawings each telling about one complete activity.

Example: What happens at the station when the alarm goes off?

1. Call comes in
2. Call charted on map

3. Men/Women prepare to go to fire/emergency.
4. Fire truck leaves station.



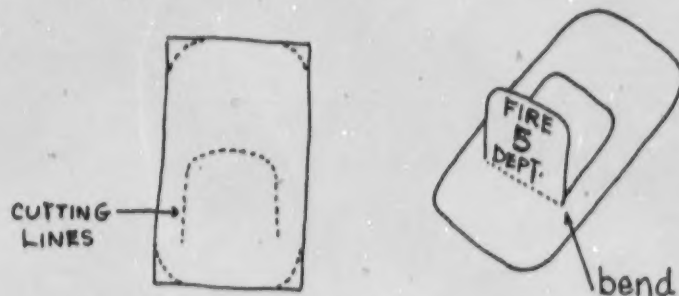
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COMM.

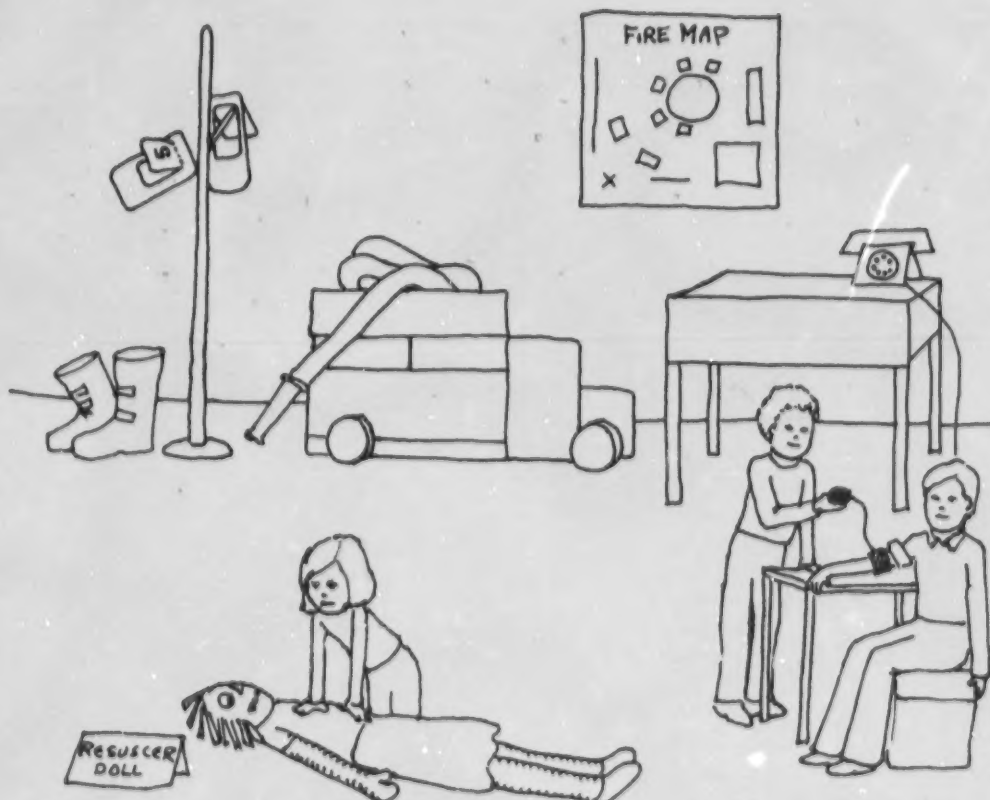
STUDENT ACTIVITY SHEET

BE A FIREFIGHTER

Fire hats can be made quite easily from poster board or heavy paper (12" x 18").



Classroom Fire Station



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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Fireman, Concepts and Activities. Arkansas State Dept. of Education, 1972 (BICEP CE 700086).

STUDENTS

Fire Fighters, A Hallmark Learn Together Book. Kansas City, Mo.: Hallmark Cards, Inc., 1977 (BICEP 9196).

TEACHER AND STUDENTS

Careers That Help People, Firefighters, Filmstrip/Cassette. Learning Tree Filmstrips, 1975 (BICEP 4004b).

"Dial 911: Fire Fighters and Others Who Make Our City Work". Highwood, Ill.: Curriculum Innovations, Inc., Career World I, Vol. 2, No. 6, Feb. 1979, pp. 3-9 (BICEP).

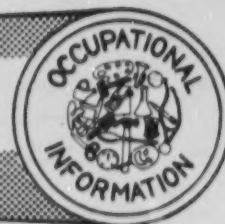
"Learning About Firefighters and Prevention". Columbus, Ga.: American Learning Systems, Inc., 1977 (BICEP 1162)

FOLLOW-UP ACTIVITIES

Discussion about fire prevention in home, school and community.

TEACHER'S NOTES

DO-ERS PROFILE



MATERIALS/RESOURCES

"Do-Ers" Profile Worksheet
Camera (Optional)
Old Picture Frames (Optional)

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
Individuals
TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Having discussed the unique contributions workers make to their community, each student will interview a community do-er and create a "Do-Ers" Profile.

PROCEDURES

1. Discuss the qualities which distinguish exemplary workers/careers in the community.
2. Distinguish these qualities in two major areas: personal qualities and work skills. Examples of the type of qualities and characteristics which may evolve from the discussion are listed below along with a recognized "do-er".

Chairperson Of the United Fund

Personal Qualities

Friendly
Able to schedule time and energy
to do the task
Dedicated to humanitarian efforts
Diplomatic
Respected by community citizens

Work Skills

High degree of organization
Ability to communicate ideas
orally and in writing
Knowledge of community needs
Knowledge of fund raising
strategies

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PROCEDURES Continued

Mayor

Personal Qualities

Honesty
Truthfulness
Diplomacy
Ability to make a decision
Ability to persuade others
(Vote getting)

Work Skills

Knowledge of fiscal planning
Knowledge of parliamentary
procedure and law
Knowledge of local, state and
national affairs
Ability to act on recommendation
made by advisors
Ability to communicate ideas
orally and in writing

School Administrator

Personal Qualities

Rapport with children and adults
Impartiality in judgments
Caring
Respect of others
Dedication to profession

Work Skills

High degree of organization
Knowledge of curriculum and
instructional strategies
Ability to communicate ideas
orally and in writing
Ability to interview candidates
for positions
Ability to budget school funds
with fiscal efficiency

3. Discuss ways to give recognition to "do-ers". Suggest a "Do-Ers" Profile as a way to learn more about the person, his/her career and personal characteristics.
4. Distribute "Do-Ers" Profile Worksheet and discuss ways to obtain information about these workers. Some ways which might be suggested are:
 - A personal interview
 - A telephone interview
 - A visit to the person's place of business/work
 - A mailed survey or interview form
5. Suggest that personal contact is probably the best means of gaining accurate information, having the opportunity to converse with the individual and perhaps (only with permission granted) to photograph the worker.
6. Remind students of the necessary preparations needed for a personal interview:
 - Arranging for an appointment
 - Being dressed and groomed appropriately for the occasion
 - Preparing introductory remarks

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COMM.

PROCEDURES Continued

- Being familiar with information you wish to gain at interview
 - Being punctual for appointment
 - Bringing proper writing materials
 - Thanking person for time given
 - Sending appropriate note of thanks for information received.
7. Have students choose their own "do-ers" based on their own interests, values and preferences. Suggested categories might be based on:
- Atypical occupations
 - "do-ers" for each career cluster
 - "do-ers" whose jobs are interrelated and interdependent
 - "do-ers" representing both sexes
 - "do-ers" in all age brackets (young, middle-aged, retirees)
 - "do-ers" in paid and non-paid working situations
 - "do-ers" who work with people, places and things
8. Display completed "Do-Ers" Profiles in a school showcase, on a bulletin board or in a local business establishment (town hall, bank, school auditorium, shopping mall).

COMM.

STUDENT ACTIVITY SHEET

"DO-ERS" PROFILE

A RECOGNITION TO _____
(NAME)



(PHOTO)

ADDRESS:

AGE:

CAREER:

HOBBIES:

PERSON MOST ADMIRED:

PROUDEST ACCOMPLISHMENT:



INTERVIEWED BY: _____

COMM.

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SUPPLEMENTARY RESOURCES

TEACHER AND STUDENTS

Careers: A Supplemental Reading Program, Level C. New York, N.Y., Harcourt Brace Jovanovich, 1975 (BICEP 4069).

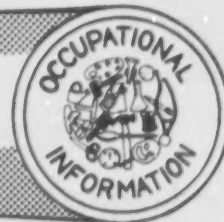
FOLLOW-UP ACTIVITIES

Students might also wish to alter this activity by designing a "Do-Ers" gallery recognizing their classmates, parents, and/or school workers. A "Do-Ers" gallery would be a fitting way to prepare for an appreciation day.

TEACHER'S NOTES

COMM.

OUR COMMUNITY WORKERS



MATERIALS/RESOURCES

Butcher, Baker, Cabinetmaker Photographs of Women at Work by Saul

"Our Community Workers" Worksheet and Answer Key

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Two to Three
Class Periods

INSTRUCTIONAL OBJECTIVE

Having become familiar with occupations in the local community, students will be able to identify these jobs and the services that they provide for community citizens.

PROCEDURES

1. Have students listen to the teacher reading aloud and showing one or more of the above books.
2. Initiate a discussion of occupations from the book(s). Sample discussion questions to introduce:
 - Can you think of work (occupations) you have seen men or women do?
 - What other occupations do you know about?
 - What occupations do you know that are not included in the story I have just read?
3. Direct the discussion to specific occupations found in the local area.
Sample questions to be asked:
 - What type of work has to be done in our town?
 - Who has to accomplish this work?
 - What type of jobs are available in our area?
4. Have students make lists of occupations they recognize as taking place around their locality. Depending on age level, the students may make collective or individual lists.
5. Consider using sample worksheet, "Our Community Workers".

COMM.

STUDENT ACTIVITY SHEET

OUR COMMUNITY WORKERS

DIRECTIONS: Match the task/job number next to matching community worker or department. Remember that you can only use each worker or department once.

- | | |
|-----------------------------------|------------------------------|
| 1. Takes trash away | _____ Water Department |
| 2. Directs traffic | _____ School System |
| 3. Puts out fires | _____ Bank |
| 4. Lights homes | _____ Fire Department |
| 5. Loans money | _____ Police Department |
| 6. Keeps drinking water clean | _____ Sanitation Department |
| 7. Helps people in emergencies | _____ Electric Company |
| 8. Teaches people | _____ Sewage Department |
| 9. Handles your calls | _____ Rescue Squad |
| 10. Takes care of waste | _____ Telephone Company |
| 11. Helps people get well | _____ Churches |
| 12. Provides religious services | _____ Library |
| 13. Helps elderly citizens | _____ Newspaper Publisher |
| 14. Provides local transportation | _____ Dentist |
| 15. Loans books | _____ Restaurant |
| 16. Sends mail | _____ Bus Company |
| 17. Prepares meals | _____ Post Office Department |
| 18. Fixes teeth | _____ Hospital |
| 19. Cleans and repairs streets | _____ Senior Citizen Center |
| 20. Prints news | _____ Highway Department |



COMM.

STUDENT ACTIVITY SHEET

OUR COMMUNITY WORKERS

DIRECTIONS: Match the task/job number next to matching community worker or department. Remember that you can only use each worker or department once.

- | | | |
|-----------------------------------|-----------|------------------------|
| 1. Takes trash away | <u>6</u> | Water Department |
| 2. Directs traffic | <u>8</u> | School System |
| 3. Puts out fires | <u>5</u> | Bank |
| 4. Lights homes | <u>3</u> | Fire Department |
| 5. Loans money | <u>2</u> | Police Department |
| 6. Keeps drinking water clean | <u>1</u> | Sanitation Department |
| 7. Helps people in emergencies | <u>4</u> | Electric Company |
| 8. Teaches people | <u>10</u> | Sewage Department |
| 9. Handles your calls | <u>7</u> | Rescue Squad |
| 10. Takes care of waste | <u>9</u> | Telephone Company |
| 11. Helps people get well | <u>12</u> | Churches |
| 12. Provides religious services | <u>15</u> | Library |
| 13. Helps elderly citizens | <u>20</u> | Newspaper Publisher |
| 14. Provides local transportation | <u>18</u> | Dentist |
| 15. Loans books | <u>17</u> | Restaurant |
| 16. Sends mail | <u>14</u> | Bus Company |
| 17. Prepares meals | <u>16</u> | Post Office Department |
| 18. Fixes teeth | <u>11</u> | Hospital |
| 19. Cleans and repairs streets | <u>13</u> | Senior Citizen Center |
| 20. Prints news | <u>19</u> | Highway Department |

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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

"Our Parents as Community Helpers". Grade One. Newark, Delaware School District, 1976, pp. 36-45 (BICEP 1031).

TEACHER AND STUDENTS

Bank, Ira M. Community Careering, A Career Education Game Book. Moravia, N.Y.: Chronicle Guidance Publications, Inc., 1974 (BICEP 3052).

Careers That Help People Series: The Police, Firefighters, Medical Technicians, Other Community Services. Learning Tree Filmstrips, 1975 (BICEP 4004).

Careers In Banking, A Department Store, With an Airline, With the Telephone Company, In Printing. Atlanta, Ga.: Colonial Films, Inc. (BICEP 4041).

FOLLOW-UP ACTIVITIES

Students may make a bulletin board of what people do in their community with drawings. (See sample drawing.)

Students may bring in hats representing each occupation of the community discussed (for example, a baseball cap). This may result in a display or hat parade presentation.

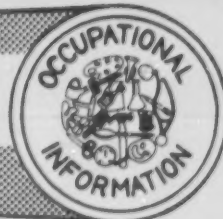
Also, the teacher could lead a discussion about what type of workers do not usually wear a hat. Children could then design hats for those workers: Example: teacher, librarian, lawyer, minister.

This activity may be a culmination to a unit on Community Workers. Students may go on community field trips and meet/talk with community workers.

TEACHER'S NOTES

COMM.

SOME MAIL



MATERIALS/RESOURCES

Stamps (play) Mail Bag
Money (play) Cash Box
Desk or Table for Counter Paper and Envelopes
Cancellation Stamp and Ink Pad
Box for Mailbox (Large milk carton)
Shoe Boxes (For individual post office boxes)

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Ongoing

INSTRUCTIONAL OBJECTIVE

Through a visit to the local post office and the writing, mailing and delivering of letters in their own classroom, students will have an understanding and appreciation of the occupations and services involved in a post office.

PROCEDURES

1. Prior to the field trip, plan to discuss specific objectives of the visit with the post office personnel. Things to discuss:

Various jobs involved
Physical set-up of the post office
Services offered
Materials and equipment needed.

2. In a pre-trip discussion (one class period) find out exactly what the students know about the post office. This will help determine the objectives and directions of the field trip, enhancing what the students already know and elaborating from there.

Sample Discussion:

Ask students, collectively, to list various jobs/services equipment of the post office. (You may want to keep this list and compare it with a list made after the trip.)

How many students have been to a post office?

What do they remember about it?

Does anyone have a parent or relative who works there?

What type of work do they do?

How many post offices are in their town? Do they differ?

COMM.

PROCEDURES Continued

3. Visit the local post office. (A community resource guide may help further with field trip plans.) Students may interview post office personnel to explore different aspects of the postal worker, his/her training, likes and dislikes of the job, funny or interesting things that happen on the job.
4. In a post-trip discussion (one class period) talk about new learnings and chart or list discoveries about the post office. Draw conclusions from visit as to what the students need to set up a miniature post office in the classroom. Assign jobs which can be changed as often as necessary. Name tags can be made to distinguish jobs.

Person(s) who sells stamps (postmaster/mail clerk)

Person(s) who sorts mail (mail sorter)

Person(s) who stamps mail (mail clerk)

Person(s) who delivers mail (mail carrier)

5. During a class period (and then as an ongoing process) have students write letters to other students and mail them in class mail box.

NOTE: Letter writing skills would have to be previously mastered or this activity could be part of a larger unit of letter writing activities. Use of envelopes and addresses would have to be determined by age group of students and feasibility.

6. Implement post office in classroom. Letters would go through the post office and be delivered.



Students would benefit from discussing the problems that arise in the set-up of the post office after activity has been going on for a few days. If necessary or applicable, students will make changes.

7. Continue post office activity. The idea could be expanded into all different types of letter writing.

COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Lawson, Jane and Finn, Peter. Career Education Activities For Subject Area Teachers, Grades 1-6, Activity #5, "Give That Letter A Hand". Cambridge, Mass.: Abt Publications, 1975 (BICEP 3076).

STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do. "Special Delivery". Nashville, Tenn.: Incentive Publications, 1977, p. 35 (BICEP 3046).

Kaplan, Sandra et al. The Big Book of Writing: Games and Activities. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1975, "Letter Writing Skills" (BICEP 3140).

Petersen, Johanna. Careers With the Postal Service. Minneapolis, Minn.: Lerner Publications Co., 1975 (BICEP 9052).

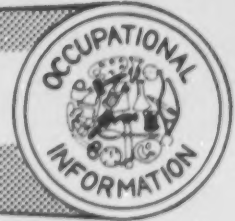
FOLLOW-UP ACTIVITIES

Students could design or collect their own mail carrier bags, hats, badges and other appropriate "career gear" to be used in their own school or classroom post office.

TEACHER'S NOTES

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COMM.



MATERIALS/RESOURCES

Game "Job-O"
Oaktag Paper
Beans or Other Markers
Scissors
Sheet of Newsprint

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Given an understanding the career cluster concept, students will identify jobs from a selected cluster by playing the game "Job-O".

PROCEDURES

1. Acquaint students with the career cluster concept - that its careers are similar and classified in the same family or cluster. Clusters are:

Agri-Business and Natural Resources

Removing nature's riches from the earth and using land to raise animals and crops; jobs with oil, trees, rocks; animals and plants, such as farmer; miner; horse breeder; beekeeper; county agriculture agent; horticulturist; agronomist; agriculture engineer; geologist; lumberjack.

Business and Office

Typing, storing, studying and distributing records of peoples' work; jobs with typewriters, computers, copying machines and records, such as accountant, computer programmer, bank teller, receptionist, bookkeeper, insurance underwriter, secretary, file clerk, court stenographer, office manager, keypunch operator, systems analyst, actuary.

Communications and Media

Getting information to people; jobs with telephones, telegraphs, magazines, newspapers, books, radio, television, theatre and movies, such as disc jockey, news reporter, editor, stage hand, camera operator, TV producer, director, publisher, proofreader, telephone installer, telephone operator, broadcast technicians, photographer, commercial artist, printer, airport flight controller, dispatcher.

COMM.

PROCEDURES Continued

Construction

All activities in building; jobs with wood, cement, plastic, tile, wire, glass, such as carpenter, surveyor, pipefitter, stonemason, draftsman, electrician, architect, contractor, plumber, brick layer, welder, plasterer, civil engineer, electrical engineer, heavy equipment operator, building wrecker.

Consumer and Homemaking

Supplying and maintaining everything needed in homes; jobs with food, clothing, textiles, home furnishings and families such as dietician, credit manager, homemaker, home economist, nutritionist, TV repairer, interior decorator, technologist, sewing machine operator, clothing designer, pattern maker, fabric designer, textile chemist, upholsterer, private household workers, custodian deliverer.

Environment Control

Protecting and saving the natural things around us; jobs concerned with land, water, air and all living things such as urban planner, forest ranger, physical scientist, meteorologist, chemist, forester, sewage disposal plant operator, botanist, physicist, ecologist, sociologist, environmental engineer.

Fine Arts and Humanities

Creating, writing, performing, studying; jobs with music, plays, dance, art, poetry, novels, history and languages, such as astronomer, cartoonist, playwright, opera singer, rock singer, historian, musician, actor, diplomat, interpreter, archeologist, clergy, anthropologist, museum curator.

Health

Care and repair of the human body and mind; jobs diagnosing, repairing, rehabilitating, such as ambulance driver, hospital orderly, paramedic, EMT, internist, surgeon, licensed practical nurse, registered nurse, pediatrician, podiatrist, medical technologist, pharmacist, physical therapist, X-ray technician, ophthalmologist, dentist, orthodontist, dental technician, psychiatrist, pathologist.

Hospitality and Recreation

Jobs related to spare or leisure time activities in parks, hotels, clubs, sports, restaurants, hobbies, such as professional athlete, chef, hotel manager, waiter, sports instructor, travel agent, camp counselor, recreation director, sports coach, motion picture projectionist, theatre manager.

Manufacturing

Making anything not found in nature; jobs in designing, assembling, producing, packaging and transporting, such as machinist, shop foreman, sheet metal worker, tool designer, engineer, assembler, inspector, millwright, patternmaker, welder, mathematician, chemist.

Marine Science

Work concerning the oceans and plants, animals and minerals they contain; jobs in fishing, growing, studying, exploring, harvesting, such as oceanographer, research technician, aquanaut, marine biologist, geological oceanographer, meteorologist, cartographer, diver, fish culturist, aquaculturist.

PROCEDURES Continued

Marketing and Distribution

Getting goods and services to the customer; jobs in buying from the manufacturer, shipping, storing, advertising and selling, such as retail store manager, salesperson, importer, wholesaler, realtor, cashier, credit manager, display worker, shipping and receiving clerk, advertising copywriter, buyer, insurance agent.

Personal Services

Jobs that are directly for people, such as cosmetologist, tailor, barber, health salon operator, chauffeur, marriage counselor, social worker, pet groomer, housecleaner.

Public Services

Work benefiting groups of people; jobs such as teacher, police officer, firefighter, census clerk, postal worker, elected official, civil service employee, meter reader, librarian, lawyer, clergy, city manager, military.

Transportation

Moving people and goods from one place to another; jobs such as pilot, railroad engineer, cab driver, merchant marine, truck driver, airline flight attendant, reservation clerk, aeronautical engineer, aerospace engineer, air traffic controller.

Please note that not all jobs can be classified in one cluster; many overlap into two or three.

2. Brainstorm various jobs in each cluster with students until they are familiar with the concept. Perhaps one or two clusters could be discussed each day. Appoint a student secretary and have jobs recorded on large sheets of paper that will be left on display for the duration of the activity.
3. Explain the game "Job-O" to the students. Distribute game cards and markers for "Job-O" to the students. Show them a variety of jobs are named on the cards, one in each square and that the spinner is divided into fifteen career clusters. Explain that the spinner will be spun to a cluster and students will be asked to look on their cards for a job in that cluster. Beans, pieces of paper or other markers will be used to cover the squares when the correct jobs are located. The first student to correctly cover the entire card will be declared the winner. In case of questions about jobs that fall into more than one cluster, the decision of the teacher is final.

COMM.

STUDENT ACTIVITY SHEET

JOB-0

CARD #1

POLICE OFFICER	BAKER	BABYSITTER	BUS DRIVER	PODIATRIST
ACTOR	PEDIATRIC NURSE	CROP DUSTER	DISC JOCKEY	INTERPRETER
MODEL	LAYOUT ARTIST		AUTHOR	COURT STENOGRAPHER
PLUMBER	DEEP SEA DIVER	TENNIS PRO	COAL MINER	WEAVER
PILOT	MANICURIST	CAR ASSEMBLER	AIR FORCE PILOT	HORSE GROOM

COMM.

STUDENT ACTIVITY SHEET

JOB-0

CARD #1

POLICE OFFICER <i>Public Services</i>	BAKER <i>Personal Services</i>	BABYSITTER <i>Personal Services</i>	BUS DRIVER <i>Transportation Public Services</i>	PODIATRIST <i>Health</i>
ACTOR <i>Fine Arts & Humanities</i>	PEDIATRIC NURSE <i>Health</i>	CROP DUSTER <i>Agri-Business Transportation</i>	DISC JOCKEY <i>Communications and Media</i>	INTERPRETER <i>Fine Arts & Humanities Public Service</i>
MODEL <i>Marketing & Distribution Fine Arts & Humanities</i>	LAYOUT ARTIST <i>Comm. & Media Fine Arts & Humanities Manufacturing</i>		AUTHOR <i>Fine Arts & Humanities</i>	COURT STENOGRAPHER <i>Public Service</i>
PLUMBER <i>Construction Personal Service</i>	DEEP SEA DIVER <i>Marine Science</i>	TENNIS PRO <i>Hospitality & Recreation Personal Service</i>	COAL MINER <i>Natural Resources & Environment</i>	WEAVER <i>Fine Arts & Humanities</i>
PILOT <i>Personal Service Transportation</i>	MANICURIST <i>Personal Service</i>	CAR ASSEMBLER <i>Manufacturing</i>	AIR FORCE PILOT <i>Public Service Transportation</i>	HORSE GROOM <i>Agri-Business Personal Service</i>

COMM.

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STUDENT ACTIVITY SHEET

JOB-0

CARD #2

CLOWN	TEACHER	BANK TELLER	TELEGRAPHER	BARBER
DEMOLITION EXPERT	DANCER	PATTERNMAKER	HAMMERSMITH	PHARMACOLOGIST
COWHAND	PROOFREADER		DIETICIAN	CASHIER
DRAFTER	GEOLOGIST	OPTICAL MECHANIC	ASTROPHYSICIST	TRAFFIC MANAGER
LAWYER	LOCKSMITH	AQUANAUT	URBAN PLANNER	MORTICIAN

COMM.

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STUDENT ACTIVITY SHEET

JOB-0

CARD #2

CLOWN <i>Hospitality & Recreation</i>	TEACHER <i>Public Service</i>	BANK TELLER <i>Business & Office Public Service</i>	TELEGRAPHER <i>Communications and Media Public Service</i>	BARBER <i>Personal Service</i>
DEMOLITION EXPERT <i>Construction</i>	DANCER <i>Fine Arts & Humanities</i>	PATTERNMAKER <i>Manufacturing</i>	HAMMERSMITH <i>Manufacturing</i>	PHARMACOLOGIST <i>Health</i>
COMHAND <i>Agri-Business</i>	PROOFREADER <i>Communications and Media</i>		DIETICIAN <i>Health Personal Service Consumer and Homemaking</i>	CASHIER <i>Business/Office</i>
DRAFTER <i>Construction Manufacturing</i>	GEOLOGIST <i>Marine Science Natural Resources & Environment</i>	OPTICAL MECHANIC <i>Health</i>	ASTROPHYSICIST <i>Public Services Natural Resources & Environment</i>	TRAFFIC MANAGER <i>Marketing & Distribution Transportation</i>
LAWYER <i>Public Service</i>	LOCKSMITH <i>Personal Service</i>	AQUANAUT <i>Marine Science</i>	URBAN PLANNER <i>Public Service</i>	MORTICIAN <i>Personal Service</i>

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COMM.

STUDENT ACTIVITY SHEET

JOB-0

CARD #3

FBI AGENT	PARKING LOT ATTENDANT	STOCK CLERK	DIESEL CLERK	LATHER
HYDROLOGIST	ZOOLOGIST	HISTORIAN	LOCOMOTIVE ENGINEER	STATISTICIAN
POET	FILM EDITOR		ORCHARD TECHNICIAN	PRINTER
METEOROLOGIST	HOTEL CLERK	STEVEDORE	SALES DRIVER	COOK
INTERNIST	SENATOR	MAGICIAN	BOILERMAKER	ROOFER

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COMM.

STUDENT ACTIVITY SHEET

JOB-0

CARD #3

FBI AGENT <i>Public Service</i>	PARKING LOT ATTENDANT <i>Personal Service Transportation</i>	STOCK CLERK <i>Marketing & Distribution</i>	DIESEL CLERK <i>Transportation</i>	LATHER <i>Construction</i>
HYDROLOGIST <i>Marine Science</i>	ZOOLOGIST <i>Natural Resources & Environment</i>	HISTORIAN <i>Fine Arts & Humanities</i>	LOCOMOTIVE ENGINEER <i>Transportation</i>	STATISTICIAN <i>Business/Office</i>
POET <i>Fine Arts & Humanities</i>	FILM EDITOR <i>Fine Arts & Humanities Communications & Media</i>		ORCHARD TECHNICIAN <i>Agri-Business</i>	PRINTER <i>Communications & Media</i>
METEOROLOGIST <i>Natural Resources & Environment Public Services</i>	HOTEL CLERK <i>Personal Service Hospitality & Recreation</i>	STEVEDORE <i>Transportation</i>	SALES DRIVER <i>Marketing & Distribution Personal Service Transportation</i>	COOK <i>Personal Service Hospitality & Recreation</i>
INTERNIST <i>Health</i>	SENATOR <i>Public Services</i>	MAGICIAN <i>Fine Arts & Humanities Hospitality & Recreation</i>	BOILERMAKER <i>Manufacturing</i>	ROOFER <i>Construction</i>

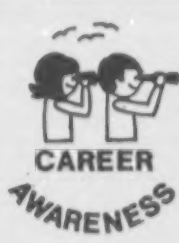
COMM.

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STUDENT ACTIVITY SHEET

JOB-0

CARD #4

CYTOTECHNOLOGIST	COOK	PHOTO-ENGRAVER	MODEL	BELL HOP
PARK MANAGER	ANTHROPOLOGIST	GEODICIST	STEVEDORE	CHEMIST
OSTEOPATH	COUNSELOR		CRUISE DIRECTOR	POTTER
HISTORIAN	DIETICIAN	INTERPRETER	REALTOR	SINGER
SURVEYOR	TAILOR	ANNOUNCER	JEWELER	ACTUARY

COMM.

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STUDENT ACTIVITY SHEET

JOB-O

CARD #4

CYTOTECHNOLOGIST <i>Health</i>	COOK <i>Personal Service Hospitality & Recreation</i>	PHOTO-ENGRAVER <i>Manufacturing</i>	MODEL <i>Marketing & Distribution Fine Arts & Humanities</i>	BELL HOP <i>Hospitality & Recreation Personal Service</i>
PARK MANAGER <i>Natural Resources & Environment Hospitality & Recreation</i>	ANTHROPOLOGIST <i>Fine Arts & Humanities Public Service</i>	GEODICIST <i>Natural Resources & Environment Public Service</i>	STEVEDORE <i>Transportation</i>	CHEMIST <i>Agri-Business Health Manufacturing Public Services</i>
OSTEOPATH <i>Health</i>	COUNSELOR <i>Public Service</i>		CRUISE DIRECTOR <i>Hospitality & Recreation Personal Service</i>	POTTER <i>Fine Arts & Humanities</i>
HISTORIAN <i>Fine Arts & Humanities Public Services</i>	DIETICIAN <i>Health Personal Service Consumer and Homemaking</i>	INTERPRETER <i>Fine Arts & Humanities Public Service</i>	REALTOR <i>Business/Office Personal Service Marketing & Distribution</i>	SINGER <i>Fine Arts & Humanities Hospitality & Recreation</i>
SURVEYOR <i>Construction</i>	TAILOR <i>Personal Service</i>	ANNOUNCER <i>Communications and Media</i>	JEWELER <i>Manufacturing Marketing & Distribution Personal Service</i>	ACTUARY <i>Business/Office</i>

COMM.

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SUPPLEMENTARY RESOURCES

TEACHER

Amatea, Ellen S. The Yellow Brick Road, A Source Book of Career Guidance Strategies for the Elementary Counselor and Teacher. Tallahassee, Florida: Career Education Center, 1975, "Career Cluster Bingo", pp. 80-81 (BICEP 2508).

Career Education, A Guide To Fifteen Clusters. Sand Springs, Oklahoma (BICEP 3048).

Jackson, Alice. Career Learning Centers. Napa, Calif., 1978 (BICEP 3036).

Laws, Lee. Elementary Guide For Career Development, Grades 1-6. Austin, Texas: Educational Service Center, 1970 (BICEP 3027).

TEACHER AND STUDENTS

Livelihoods: Careers For Your Lifestyle (Filmstrip/Cassette for Each Cluster). Boston, Mass.: Houghton Mifflin Co., 1974 (BICEP 4040).

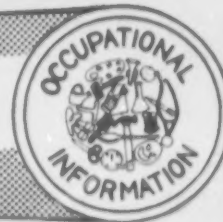
FOLLOW-UP ACTIVITIES

Another "Job-O" game can be played using just the cluster spinner as equipment. Choose students one at a time to spin the dial and give a clue to a job in the selected cluster either by a short sentence describing the job or by pantomiming the job.

TEACHER'S NOTES

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COMM.



MATERIALS/RESOURCES

Drawing Paper
Crayons
Markers

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Through art or written work, students will be able to identify some unusual jobs and their responsibilities.

PROCEDURES

1. Begin the class with a discussion of unusual jobs. If students have trouble identifying such jobs, it may be useful to ask some specific questions like the examples listed below.
 - Who dusts the dinosaur bones in a museum?
 - Who cuts up bait for the aquarium?
 - Who records the baseball scores?
 - Who flies the plane that tows banners for publicity?
 - Who paints billboards?
 - Who cleans chimneys?
 - Who trains seeing eye dogs?
 - Who drives subway trains?
 - Who marks the nature trails for hikers?
 - Who raises the flag at the White House?
 - Who puts the prize in the "Crackerjack Box"?
2. As part of the discussion, list on the board the usual occupations that students identify.

COMM.

PROCEDURES Continued

3. Ask the students if they know any people who have unusual jobs? It might be helpful to tell the students some ways that people evolve into unusual jobs (e.g., as a result of a hobby).
4. After the discussion, assign or have students choose one unusual job. Assign students to either write a story about what the unusual job involves or design a picture demonstrating responsibilities of the job.
5. End the activity by having the students read their stories or describe their pictures. Another possibility would be to have students display their pictures and have the rest of the class guess which job it is.



SUPPLEMENTARY RESOURCES

STUDENTS

Career Flip Book. Niles, Illinois: Developmental Learning Materials, 1976 (BICEP 9065).

Carol Burnett et al. What I Want To Be When I Grow Up. New York, N.Y.: Simon and Schuster, 1975 (BICEP 9015).

White, Elizabeth. Cat Riddles. Hyannis, Mass.: Barnstable Public Schools, 1973 (BICEP 9187).

TEACHER AND STUDENTS

Many Thousand Words ... Work Pictures. Seattle, Wash.: Project Equality, 1976 (BICEP 3310).

You Can Be Anything Series Filmstrip/Cassette. Teaching Resources Films, 1975 (BICEP 4030).

FOLLOW-UP ACTIVITIES

As a follow-up activity, a person with an unusual job could visit the class and describe how he/she became interested in their occupation and what the job responsibilities are.

TEACHER'S NOTES

COMM.



MATERIALS/RESOURCES

Collection of Headgear
Large Bag or Box
Drawing Paper
Crayons or Markers
Paste
Scissors

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After collecting headgear representative of various occupations, the students will identify different kinds of work that people do and the contributions of each in the community.

PROCEDURES

1. Have students collect occupational headgear from parents, relatives and friends.



2. To play "Hats Off", place all hats in a large box or bag.



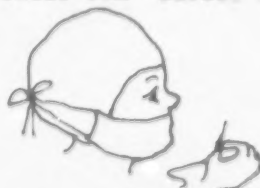
3. Have students draw a hat from the bag and tell the following to the class:

Where they have seen someone wearing the hat.

What that person does for work.

What they contribute to the community.

4. Have students make their own "Career Hats" to wear for a day.



COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Amatea, Ellen S. The Yellow Brick Road, A Source Book of Career Guidance Strategies For the Elementary Counselor and Teacher. Tallahassee, Florida, Career Education Center, 1975, "The Match Game", p. 43 (BICEP 2508).

Fiarotta, Phyllis and Noel. Be What You Want To Be, The Complete Dress Up and Pretend Craft Book. New York, N.Y.: Workman Publishing Co., 1977 (BICEP 3106).

"Tops For Tots". Project GROW Activity Cards, K-2, #20. Florida State Dept. of Education, 1975 (BICEP 3094).

STUDENTS

Loberg, Mary Alice. People At Work. Kansas City, Mo.: Hallmark Cards, Inc. (BICEP 9014).

The "If I ..." 3 Part Flip Book. St. Paul, Minn.: Trend Enterprises, Inc., 1976 (BICEP 9013).

TEACHER AND STUDENTS

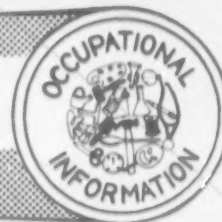
Forte, Imogene and Pangle, Mary Ann. More Center Stuff for Nooks, Crannies and Corners. Nashville, Tenn.: Incentive Pub., Inc., 1976, "Hats On", pp. 151-156 (BICEP 3041).

FOLLOW-UP ACTIVITIES

An excellent display of this activity can be a "hat parade" at any season of the year. Students may role play occupations and allow classmates to guess careers before they discuss the role of the worker.

TEACHER'S NOTES

COMM.



MATERIALS/RESOURCES

Construction Paper	Career Cluster Symbols
Magic Markers	Train Car Pattern
Crayons	Magazines
Paste	Mural Paper
Scissors	
Glue	

DETAILS

LEVEL: Primary

TYPE: Entire Class
Individual

TIME: Three Class Periods
On-Going

INSTRUCTIONAL OBJECTIVE

Students will demonstrate their knowledge of career clusters and related job families by means of a career cluster train.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by discussing the family unit: parents, children, grandparents, relatives.
2. Help students to gain the knowledge that all members of the family are related and have basic common relationships.
3. Address the common relationship of animals such as those that can be domesticated or those that are vertebrates and those that are invertebrates.
4. Direct the discussion to word families such as those which are rhyming (cat, rat, hat) or blends (church, churn, chicken). By this juncture in the activity, students are ready to understand the concept of career clusters or families of related jobs.

SECOND CLASS PERIOD

5. Introduce each of the career cluster symbols to the students. Explain that each symbol refers to a family of related jobs. The name for each cluster should be given and at least two jobs in each cluster should be explained. A representative listing of selected occupations is included in "Job-0" on pages 158 - 169 in the Community section of this Social Studies Curriculum Model.
6. Brainstorm with students additional jobs that could be included in each cluster. All jobs that are mentioned should be listed on the chalkboard or on a long piece of mural paper for students to observe.

COMM.

PROCEDURES Continued

If placement is inaccurate, teacher can guide students to correct the information. Examples of accurate relationships could be a bus driver and an airplane pilot. Both are related to transportation while the pilot probably serves people wishing to travel a longer distance. A barber and a plumber would both provide services: one to a person (barber) and the other to things (plumber).

THIRD CLASS PERIOD

7. Introduce main function of the activity: to identify jobs in each cluster by means of designing a career cluster train with fifteen cars for the fifteen career clusters.
8. Distribute a train car or "box" car pattern using the student activity worksheet model. An alternate method could be to have real boxes that are deep enough to include cluster props.
9. Instruct students to draw symbols, illustrations and pictures appropriate to the jobs in each cluster. Place the passengers in each train car that are dressed appropriate to their jobs.
10. Distribute art supplies and magazines for students to use in decorating their train cars. Parents and teacher aides can assist in this portion of the activity to help in this hands-on project.
11. Upon completion of all fifteen cluster cars representing each career category, the cars can be joined together to make a career cluster train.

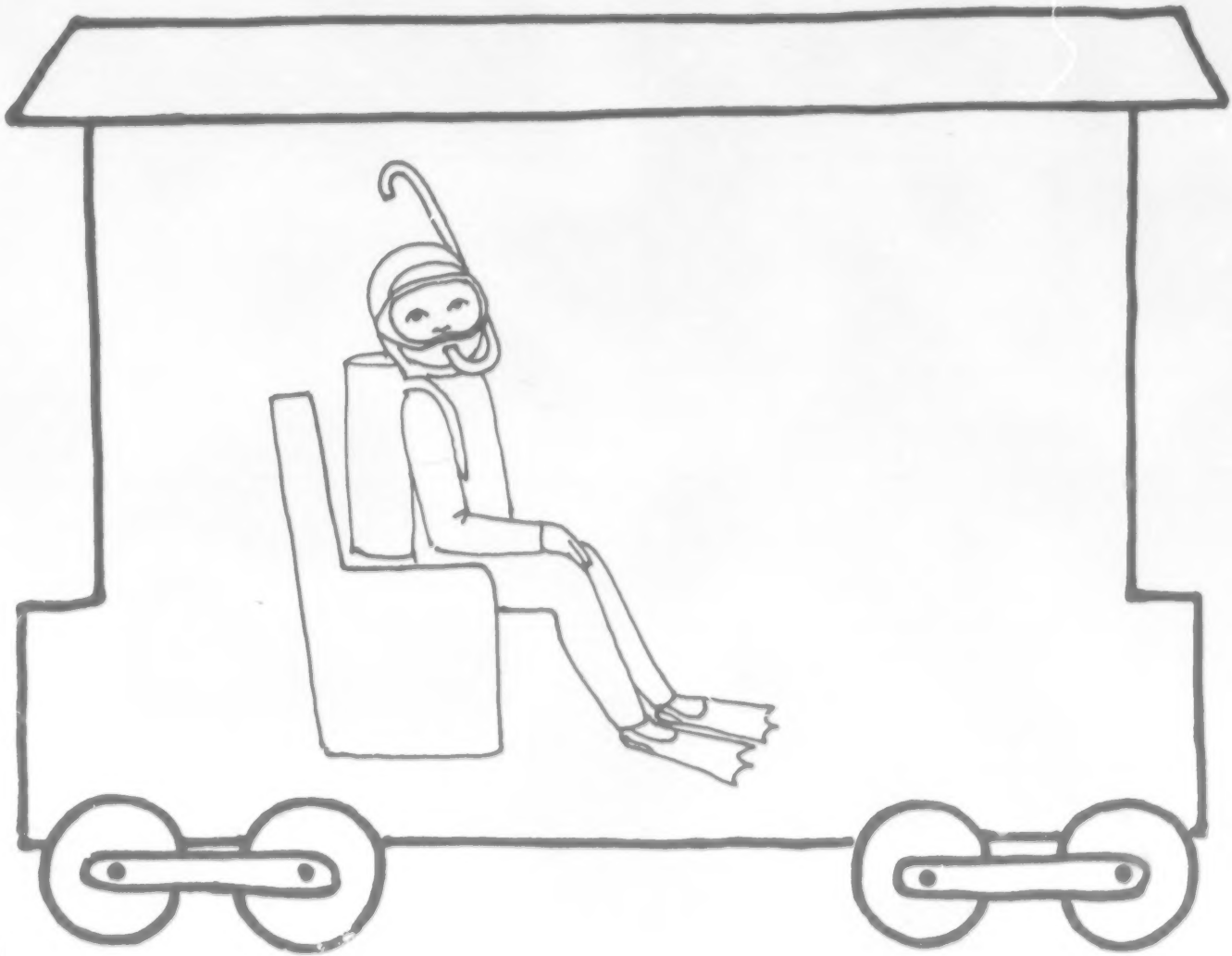
VARIATIONS

Students could also decide why the passenger would be traveling. For example, a lobster trap maker might be traveling to Maine rather than to Arizona so he/she can be nearer the source of supply.

Students could also indicate whether the passenger's job depends on the weather. Rays of sunshine might be on the luggage of a lifeguard while trees and mountains would be on the luggage of a forest ranger.

The career cluster train could include all fifteen cars or it could have a smaller number of cars all related to one cluster with the lead car or engineer space being symbolized by the cluster.

COMM.

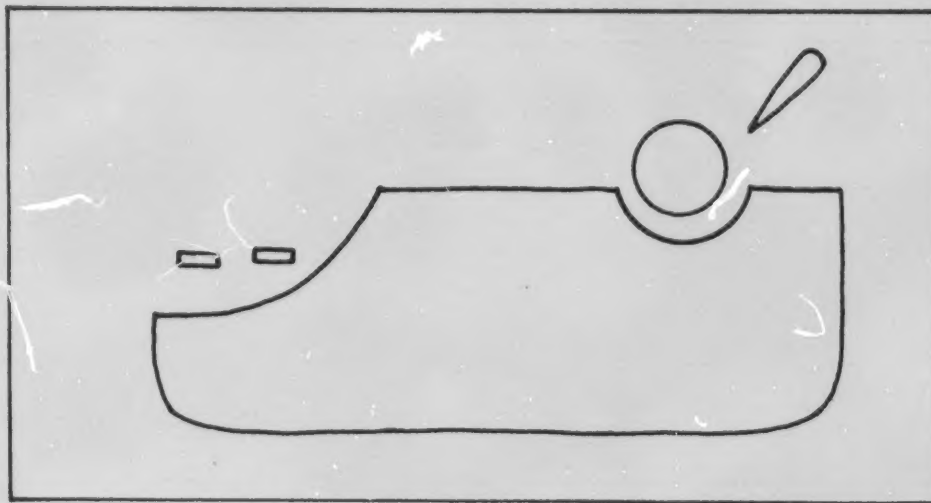


COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

BUSINESS AND OFFICE

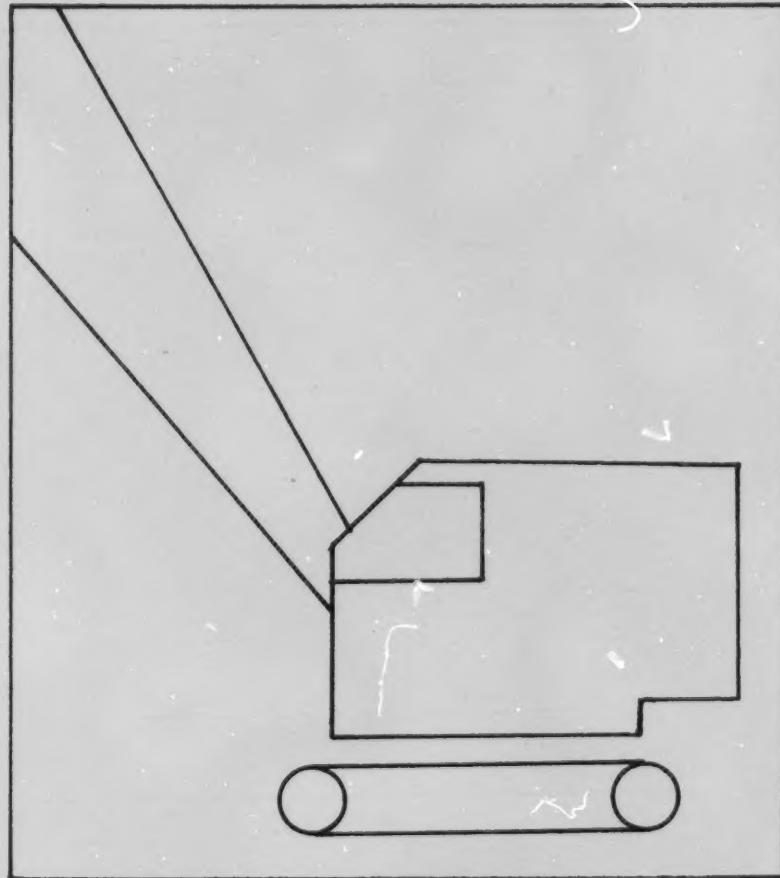


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STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

CONSTRUCTION



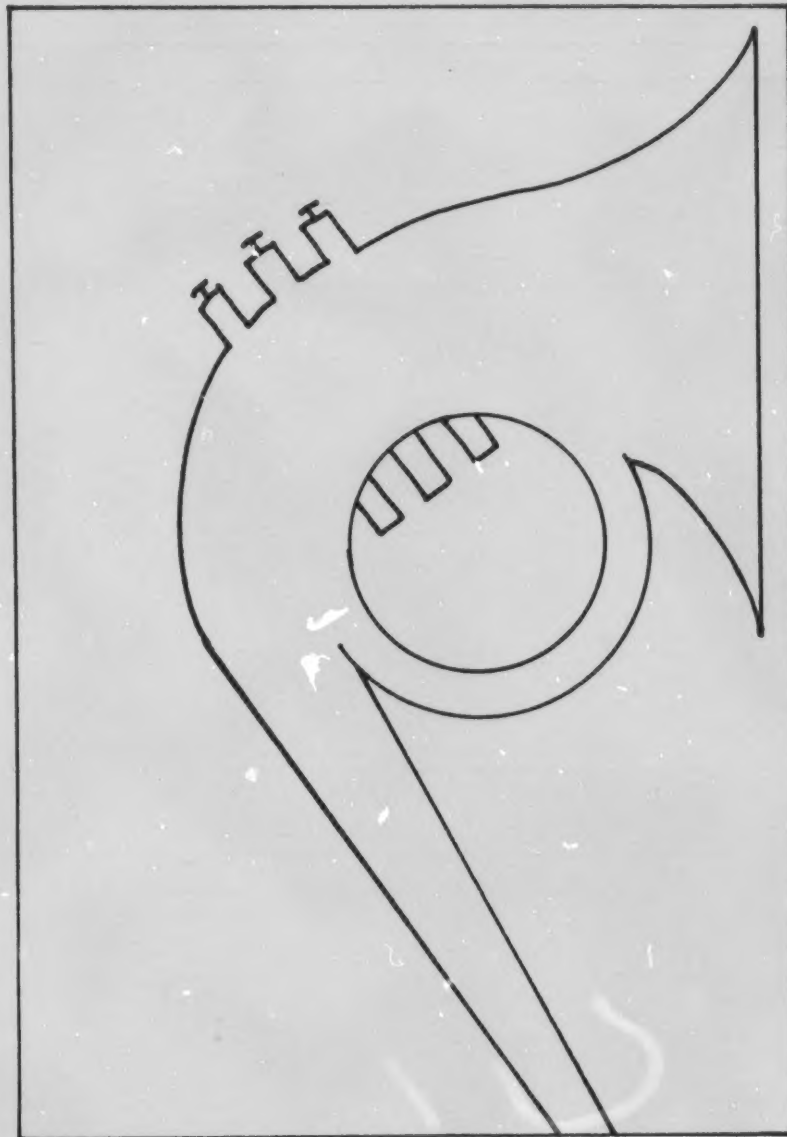
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COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

FINE ARTS AND HUMANITIES



195

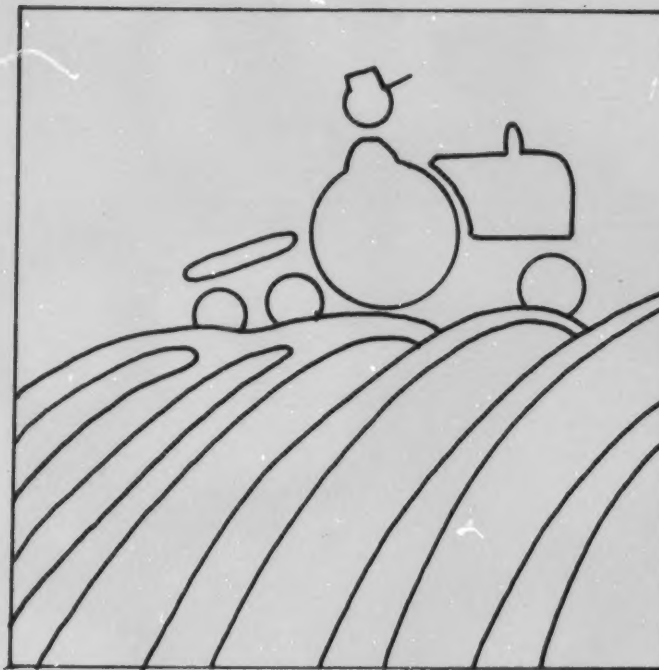
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COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

AGRI-BUSINESS AND NATURAL RESOURCES



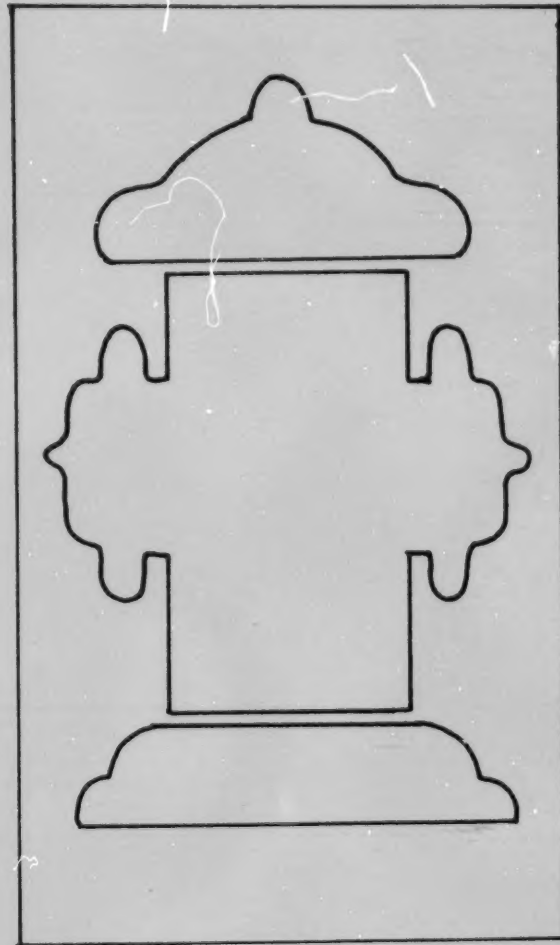
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STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

PUBLIC SERVICES



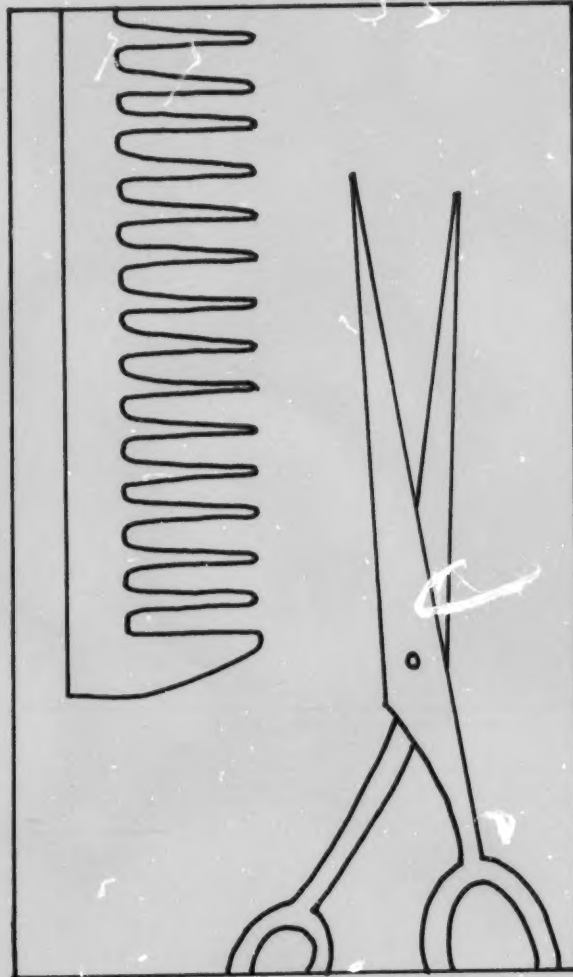
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STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

PERSONAL SERVICES



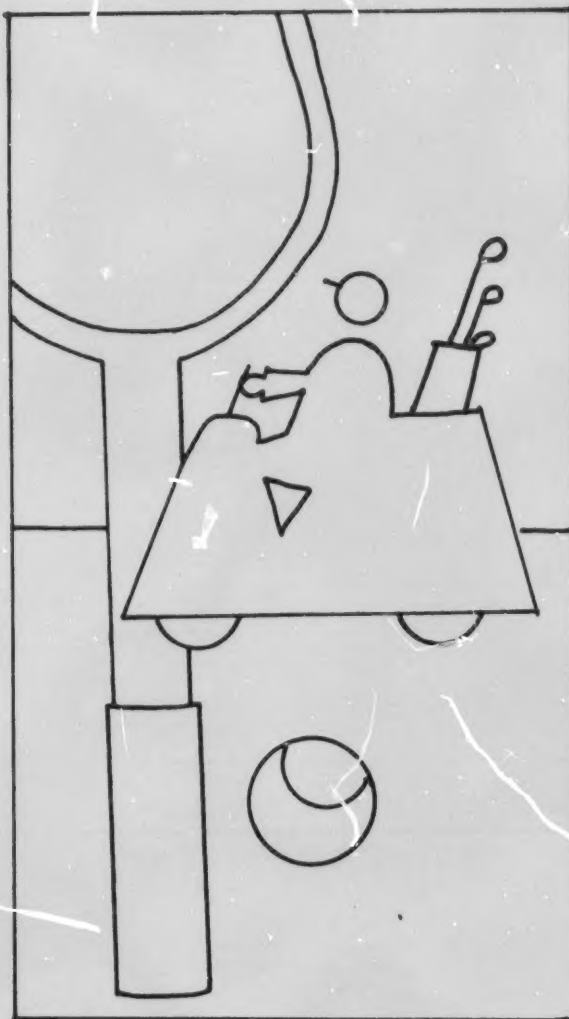
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COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

HOSPITALITY AND RECREATION



199

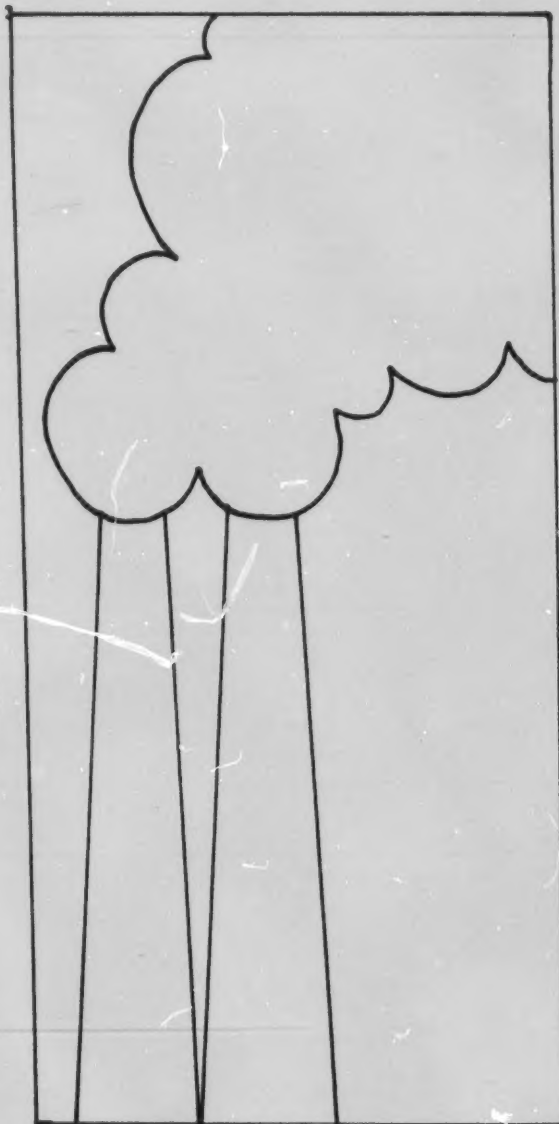
184

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STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

ENVIRONMENTAL CONTROL



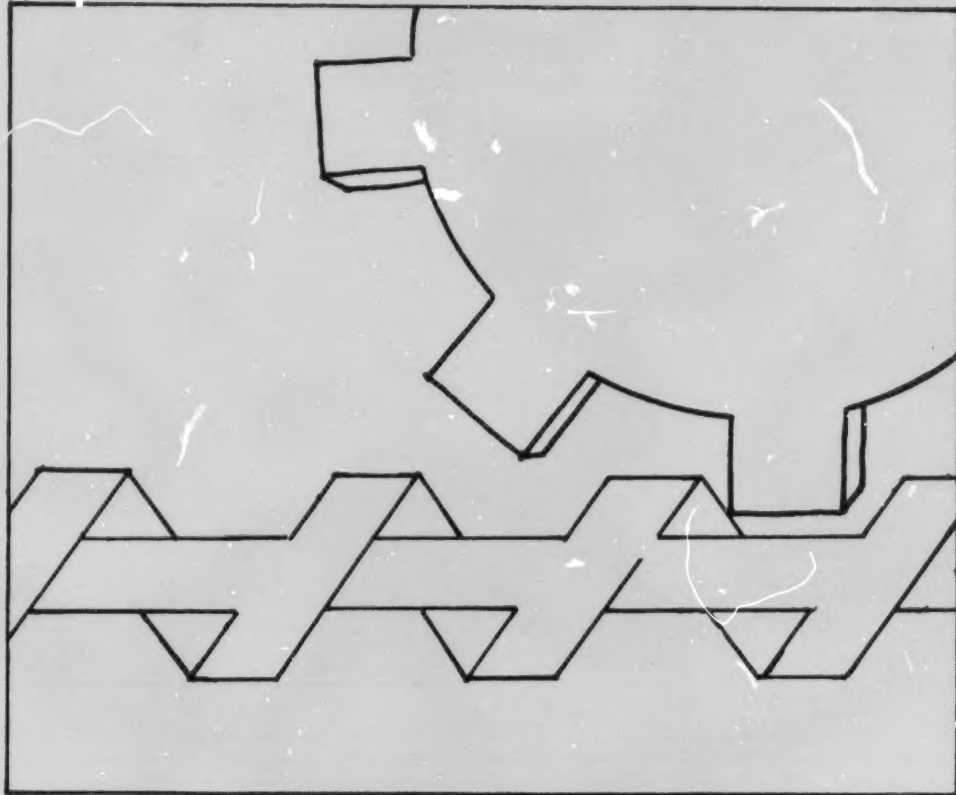
200

COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

MANUFACTURING



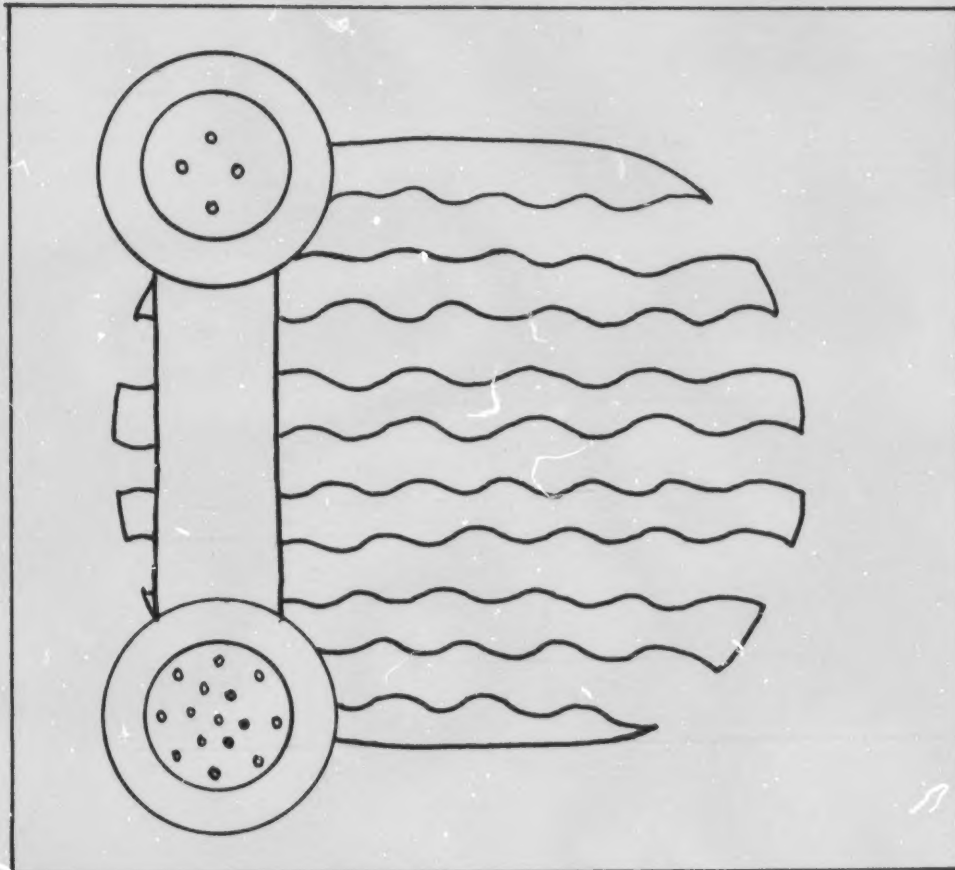
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COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

COMMUNICATIONS AND MEDIA



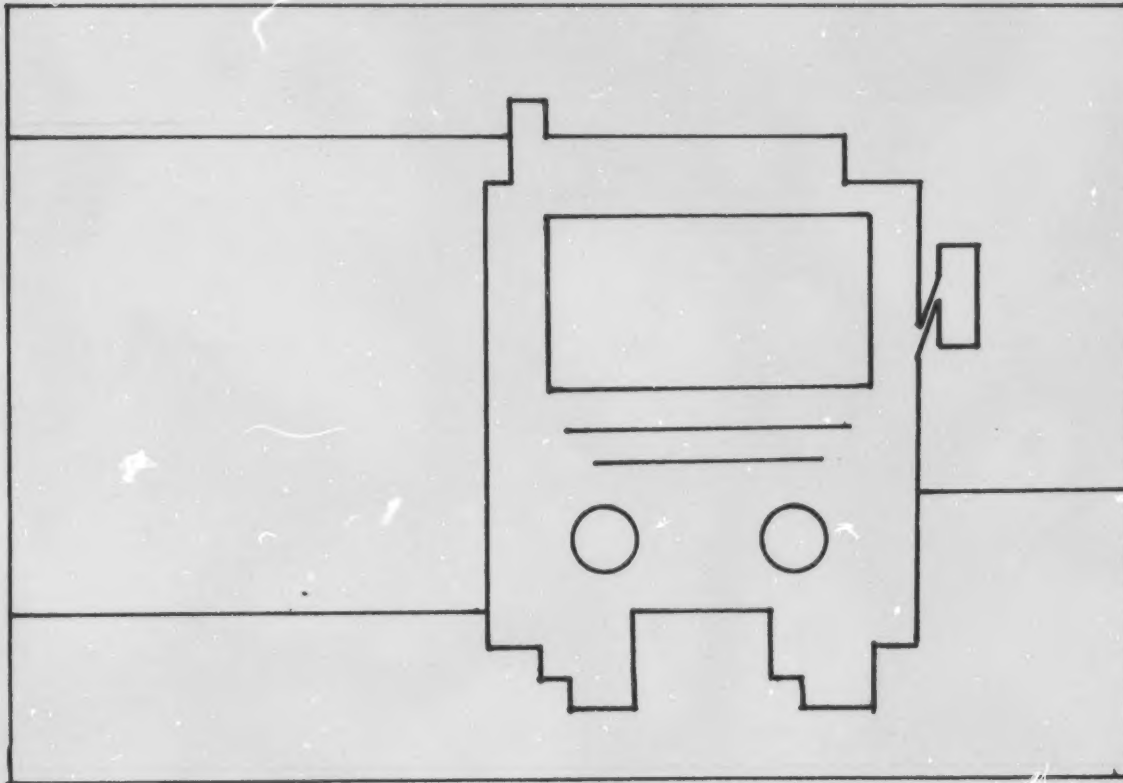
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COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

TRANSPORTATION



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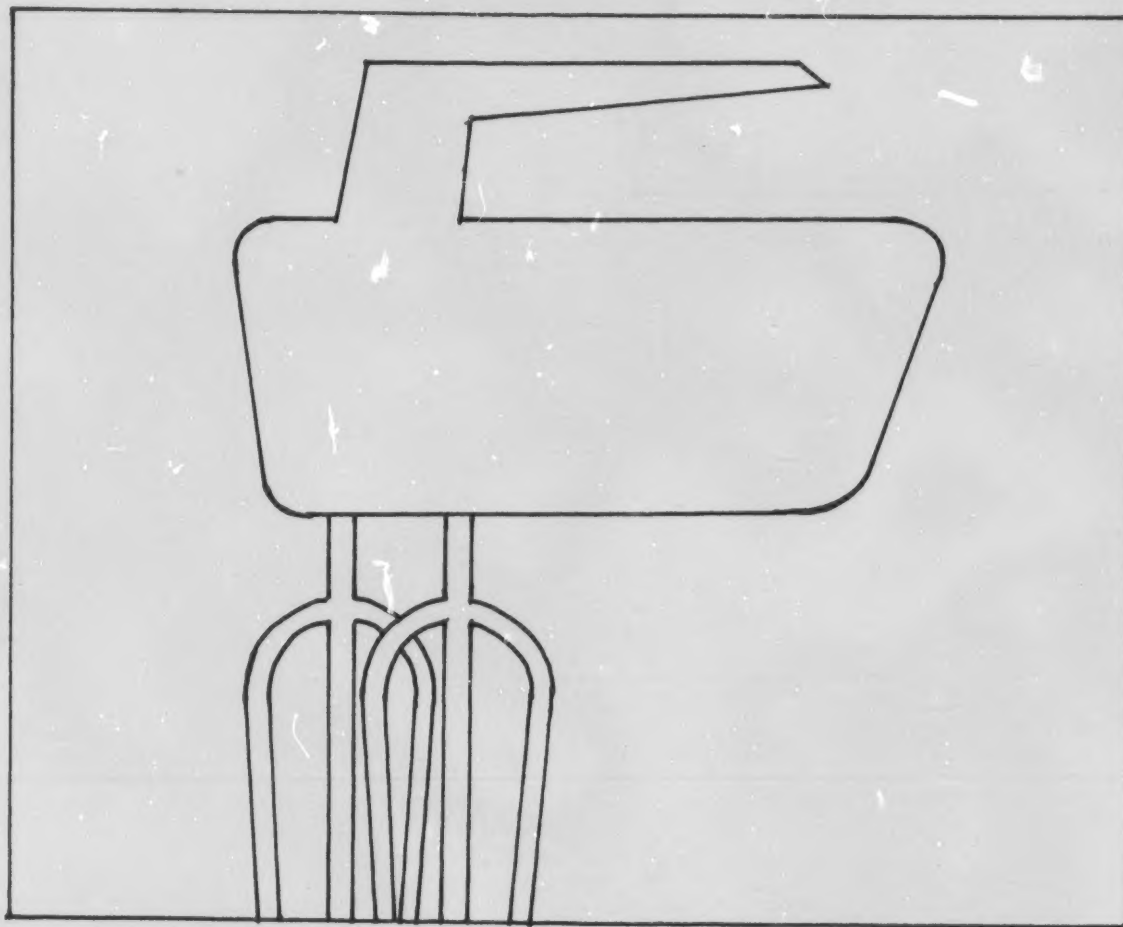
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COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

CONSUMER AND HOMEMAKING EDUCATION



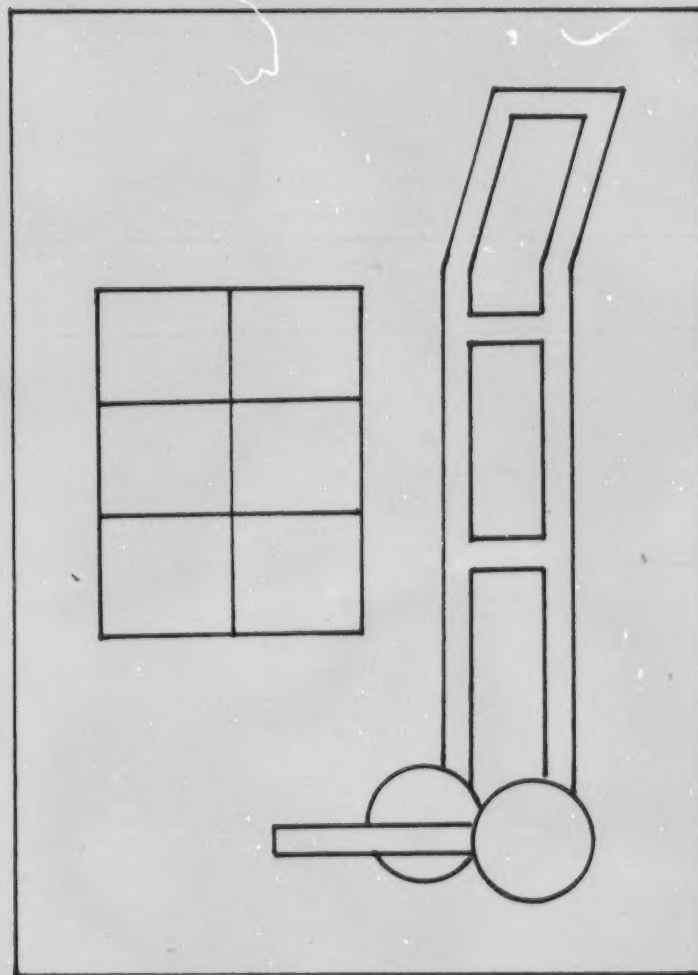
204

COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

MARKETING AND DISTRIBUTION

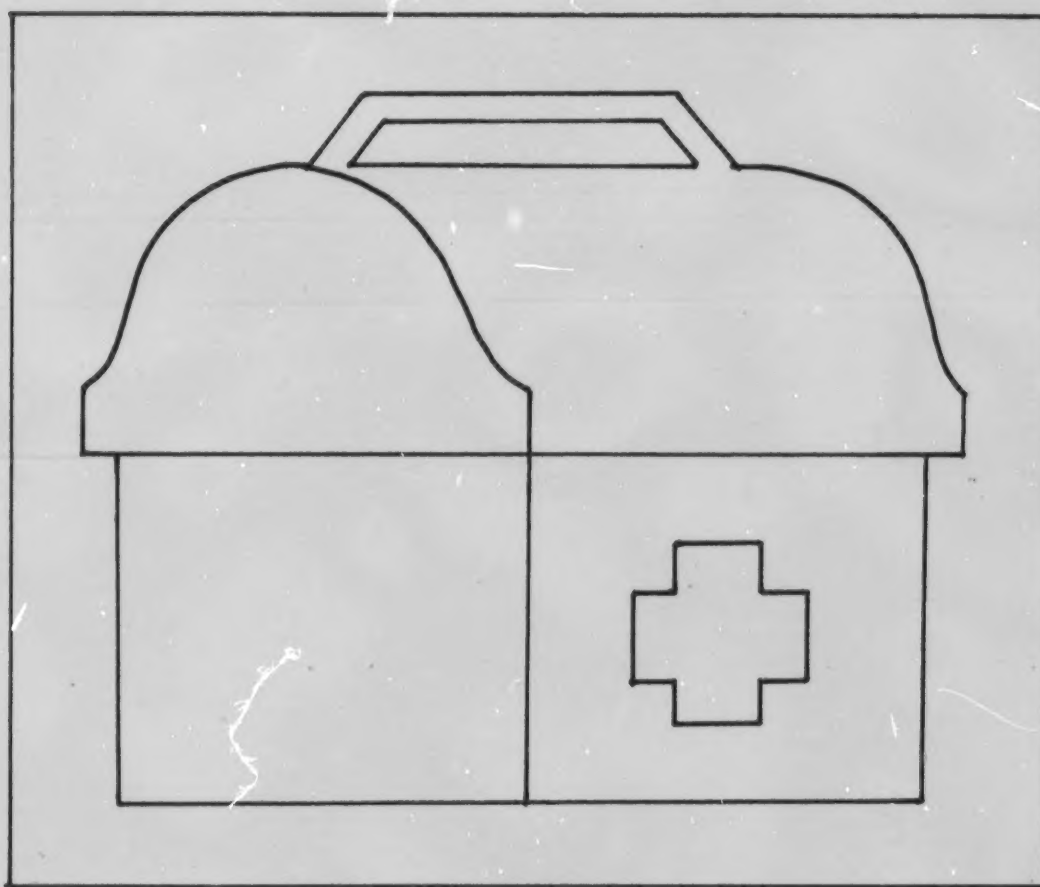


COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

HEALTH



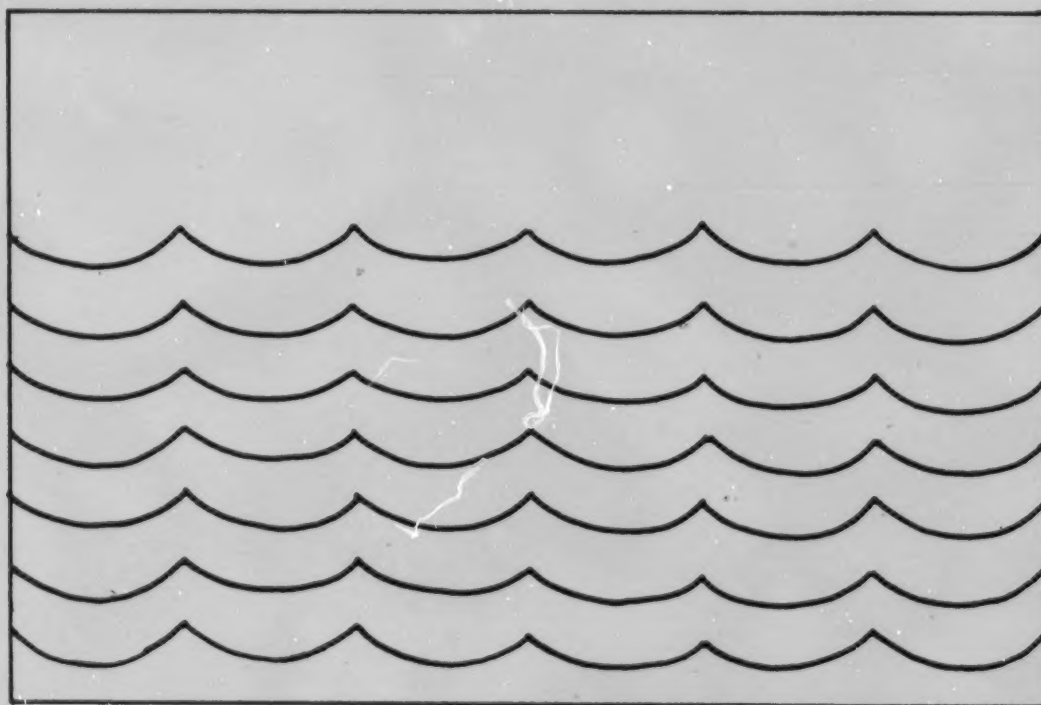
206

COMM.

STUDENT ACTIVITY SHEET

ALL ABOARD THE CLUSTER EXPRESS

MARINE SCIENCE



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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Project GROW Activity Cards, 3-5. Florida State Dept. of Education, 1975 (BICEP 3126).

STUDENT

Livelyhoods: Careers For Your Lifestyle. Boston, MA. Houghton Mifflin Co., 1974 (BICEP 4040).

TEACHER AND STUDENT

Maloney, Mary. Career Capers. Manhattan Beach, CA., Teachers, 1977. (BICEP 3158).

Petersen, Marla et al. Job Lab I. Boston, MA, Houghton Mifflin Co., 1976 (BICEP 4070).

FOLLOW-UP ACTIVITIES

Students could pair up and dictate questions to be placed on experience chart paper for workers in each cluster. Arrangements could then be made to have students invite representatives of each cluster to their classroom or visit these workers by means of a career awareness field trip.

TEACHER'S NOTES

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COMM.

VEHICLE DAY DISPLAY



MATERIALS/RESOURCES

"Vehicle Day Set-Up Procedures"
"Vehicle Day Display" Helpful Hints for Operators
Books, Magazines
Multi-media Materials
"Vehicle Day" Vocabulary
"Vehicle Day" Worksheets (Optional)

DETAILS

LEVEL: Primary/
Intermediate
TYPE: Entire Class
TIME: Four to Five
Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

Having reviewed and researched a variety of teacher (library) provided books and materials, students will become familiar with vehicles and explore jobs associated with them by means of a Vehicle Day.

PROCEDURES

Before beginning with students

Read Vehicle Day Set-Up Procedures (attached) and decide whether this will be a class activity or one involving the entire school. If whole school will be involved, solicit assistance from principal, other staff members, and parent volunteers.

1. Provide students with materials about various vehicles.
2. Structure research to include the following:
 - Purpose of vehicle
 - Job related
 - Leisure related
 - Operator requirements
 - Age
 - License
 - Special skills related to vehicle operation
 - Use
 - Seasonal
 - Year round
 - Emergency situations
3. Discuss student research with emphasis on transportation in local community setting.

COMM.

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PROCEDURES Continued

4. List on large sheet of paper new vocabulary (words and terms to help students understand vehicles and their operation). A Vehicle Day Vocabulary is attached.

Examples might be:

Flat bed - truck or trailer without sides or top

Dolly - small platform on wheels for moving freight in warehouse

E.T.A. - estimated time of arrival

Gross weight - total weight of goods and container, or total weight of vehicle and cargo.

5. List on large sheets of paper vehicle used locally, keeping in mind different roles they are used for.

Examples might be:

SERVICE VEHICLES: Police car, fire truck, street sweeper

LEISURE VEHICLES: Bikes, motorcycles, dune buggies

SEASONAL VEHICLES: Ice cream truck, road sander, tractor

6. Decide (with or without students) which vehicles will be included in Vehicle Day.
7. Set up Vehicle Day.
8. Keep up student interest until Vehicle Day with worksheet motivation and discussion of questions they might ask operators on the occasion.

Examples might include:

- What job does this vehicle do?
- How much does this vehicle cost?
- How long does it take to learn to operate this vehicle?
- Could you do your job without this vehicle?
- What subjects that we study in school help you do your job?
- Why did you choose this type of work?
- Is there a minimum age requirement or special license requirement for you to operate this vehicle?
- Is working with this vehicle dangerous in any way?
- Do you work alone or do you have to have a helper?
- How does the community benefit from your vehicle?
- What are some problems associated with your job/vehicle?
- What do you like best about your job/vehicle?
- Will your job/vehicle be needed ten years from now?

COMM.

STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

VEHICLE DAY SET-UP PROCEDURES

1. Survey space available for vehicles - parking lot or driveway or a portion of a playing field. There should be at least ten feet free on each side of the vehicles - more space between them, if possible so student groups visiting and observing don't overlap.
2. Make decisions about the following questions:
 - How many vehicles are there room for?
 - Will the Vehicle Day be for a single class or level or for the entire school?
 - Will the Vehicle Day be for a whole day or a half a day?
 - What date and an alternate rain date?
3. Once these questions are answered, select vehicles to be displayed using parent contacts, the telephone book, or a Career Education Resource Center file, if available. Solicit parent volunteers to be stationed at each vehicle and to take charge of one group of students for tour and to prepare and serve refreshments, if desired.
4. Send written confirmation, including placement map and name of parent volunteer, to each vehicle operator with a list of sample questions students may ask, plus any specific information about job or vehicle that students should learn from visit.
5. Determine schedule for students at vehicles. Allow at least ten minutes per vehicle per group and divide classes into groups of ten or twelve for maximum efficiency.

Sample schedule might be:

Vehicle 1 - Police cruiser

Vehicle 4 - Tractor

Vehicle 2 - Fire truck

Vehicle 5 - Tow truck

Vehicle 3 - Postal truck

Vehicle 6 - Cement mixer

	9-9:15	9:15-9:30	9:30-9:45	9:45-10	10-10:15	10:15-10:30
Class 1a	V #1	V #2	V #3	V #4	V #5	V #6
Class 1b	V #6	V #1	V #2	V #3	V #4	V #5
Class 2a	V #5	V #6	V #1	V #2	V #3	V #4
Class 2b	V #4	V #5	V #6	V #1	V #2	V #3
Class 3a	V #3	V #4	V #5	V #6	V #1	V #2
Class 3b	V #2	V #3	V #4	V #5	V #6	V #1

This schedule could be expanded to cover a second ninety-minute period or another group of vehicles at the same time. Make sure that participating teachers understand the schedule so there will be no bunching of groups at a vehicle and/or no vehicle left without students.

COMM.

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STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

VEHICLE DAY SET-UP PROCEDURES

(Page 2)

6. On Vehicle Day have vehicles arrive early enough to be completely ready for the first group. Mark the places for vehicles with posters of name and number to make schedule easier to follow. If time has been set aside for refreshments, student host/hostesses could take charge of vehicle operators for this time.
7. Solicit help from older students, teachers or custodians to facilitate clean up and speed vehicles on their way once Vehicle Day is over.
8. Send student thank yous to all who participated to make the day a success: vehicle owners/operators, parent volunteers.
9. Posters or stories about Vehicle Day could be used to share with the rest of the school this exciting, interesting learning experience.

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COMM.

STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

HELPFUL HINTS FOR A SUCCESSFUL VEHICLE DAY

PREPARED FOR VEHICLE OPERATORS

TIME OF ARRIVAL

The _____ School Vehicle Day will be held from 9 a.m. to 12:00 Noon. Arriving between 8:30 and 8:45 will allow you to get set up in your assigned area. (See enclosed map.) This will also give you time to ask questions or set up any equipment/display you might have. Project BICEP's staff members will be at the site to assist you.

STUDENTS VISITING YOUR VEHICLE

Approximately 12 students per group (Kindergarten - Grade 5) will visit your vehicle in ten-minute time allotments. They will be accompanied by a classroom teacher. During this time please tell the children about your vehicle and answer any questions they may have. Children will move from one vehicle to another throughout the morning.

SPECIAL REQUIREMENTS FOR YOUR VEHICLE

We are grateful for your willingness to take time from your job to participate in the Vehicle Day program. No doubt your vehicle has special operating procedures and expensive equipment or attachments. If you do not want students to touch or enter your vehicle, please inform your assigned parent volunteer upon arrival. The school is in a business/residential area so we ask that you deny any requests to sound horns, sirens or other loud noises.

HELPING CHILDREN LEARN ABOUT THE VEHICLE

The children will be anxious to ask questions about the vehicle and its operation and about the operator's job. Some of the things they will probably want to know are listed below. Being prepared to talk with them about these things will make the Vehicle Day program successful.

What job does this vehicle do?

How much does this vehicle cost?

How long does it take to learn to operate this vehicle?

Could you do your job without this vehicle?

What subjects that we study in school help you do your job?

Why did you choose this type of work?

COMM.

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STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

HELPFUL HINTS FOR A SUCCESSFUL VEHICLE DAY

(Page 2)

PREPARED FOR VEHICLE OPERATORS

Is there a minimum age requirement or special license requirement for you to operate this vehicle?

Is working with this vehicle dangerous in any way?

Do you work alone or do you have to have a helper?

How does the community benefit from your vehicle?

What are some problems associated with your job/vehicle?

What do you like best about your job/vehicle?

Will your job/vehicle be needed ten years from now?

REFRESHMENTS / VEHICLE COVERAGE

Refreshments will be served for vehicle operators throughout the morning. A parent volunteer will be available to watch your vehicle in the event you desire to leave it.

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COMM.

STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

VOCABULARY

- BAREBACK - Tractor without its semi-trailer
- BLIND SIDE - Right side of truck and trailer
- BREAK THE UNIT - Separate the tractor from the trailer
- CARGO - Freight carried by vehicle
- COMMON CARRIER - Transport business offering service to general public
- CONTAINER - Anything in which cargo is packed
- CREEPER GEAR - Lowest gear - used for extra power
- CUBIC FOOT - Common measure of truck capacity
- DOLLY - Small platform on wheels for moving freight in warehouse
- EN ROUTE - On the way
- E.T.A. - Estimated time of arrival
- E.T.D. - Estimated time of departure
- FLAMMABLE LIQUIDS - Liquids that emit vapors that can burn
- FLAT BED - Truck or trailer without sides or top
- FORK LIFT - Machine with elevator platform used to move goods
- FOUR WHEEL DRIVE - All four wheels powered to drive vehicle in sand, snow or mud
Used in off-road vehicles
- FREIGHT - Anything being transported
- GROSS TON - 2,240 pounds; long ton
- GROSS WEIGHT - Total weight of goods and container, or total weight of vehicle
and cargo
- INTERSTATE COMMERCE ACT - Act of Congress that regulates rules and rates of
transport lines shipping goods between states
- INTERSTATE COMMERCE COMMISSION - Federal body that enforces the above Act
- INTRA-STATE TRAFFIC - All transporting done within state lines
- LADING - The freight or load in a vehicle

COMM.

STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

VOCABULARY (Page 2)

LOG BOOK - Record book of drivers' hours, routes, etc.

MINIMUM RATE - Least that can legally be charged for a shipment

PACKING LIST - Inventory of goods

POINT OF ORIGIN - Terminal where freight haul begins

RATE - Amount charged for transporting cargo

RESTRICTED ARTICLES - Cargo that needs special handling such as explosives

SHIPPING ORDER - Instructions for transport; bill of lading

TACHOGRAPH - Device to record automatically truck speed, number of stops, miles driven

TARE WEIGHT - Weight of packing and container without contents;
Weight of truck without cargo

TOLL - Charge made for using certain roads or bridges

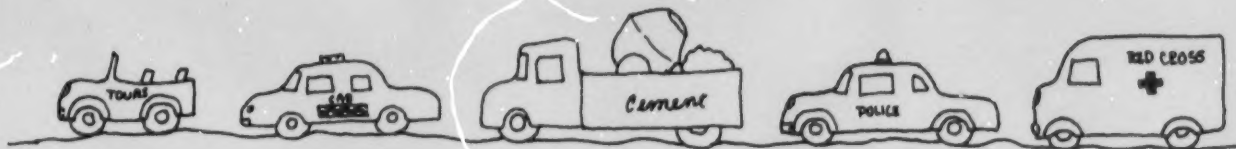
TRACER - Request to locate cargo that is missing or late

TRACTOR - Portion of truck where driver sits: cab, bob tail, horse

WAYBILL - Description of goods

WEIGHT SHEETS - Itemized list of articles shipped

VEHICLE DAY



COMM.

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STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

VEHICLE DAY



HOW MANY WHEELS DO THESE VEHICLES HAVE?

LADDER TRUCK

DUMP TRUCK

RESCUE RIG

STREET SWEEPER

AMBULANCE

TRACTOR

TELEPHONE REPAIR TRUCK

GOOD HUMOR WAGON

C.A.R. (CALL A RIDE)

RESCUE SQUAD

OIL TRUCK

AUTOMOBILE TRAILER CARRIER

COMM.

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STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

VEHICLE DAY

BEFORE YOU GO OUT TO VISIT THE VEHICLES, FILL OUT AS MUCH OF THIS FORM AS POSSIBLE. WHEN YOU RETURN FROM YOUR "VEHICLE TOUR", TRY TO ADD ADDITIONAL INFORMATION THAT YOU LEARNED BY VISITING THE VEHICLES. USE AS MANY PAGES AS YOU NEED.

VEHICLE NAME	VEHICLE FUNCTION	RELATED OCCUPATION
EXAMPLE: AMBULANCE	CARRIES EMERGENCY EQUIPMENT, AND TAKES SICK OR INJURED PEOPLE TO THE HOSPITAL.	HEALTH

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COMM.

STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

VEHICLE DAY

CHOOSE SIX OF THE VEHICLES THAT YOU
SAW ON YOUR VEHICLE TOUR, AND DRAW
THEM.

COMM.

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STUDENT ACTIVITY SHEET

VEHICLE DAY DISPLAY

VEHICLE VENTURE

If you wish to take a ride around your community prior to having a vehicle day at your school as a motivating device, the following activity sheet might prove beneficial in helping students look more carefully at motor transportation.

NAME _____

TIME OF DAY _____

TRAFFIC _____

WEATHER _____

Type of Vehicle	No. of Passengers	Firm or Business	Comments
Ambulance			
Park Maintenance Equipment			
Armored Truck			
Bakery/Grocery Delivery Truck			

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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Career Centers For Kids, Grades K-6. Anchorage, Alaska. Anchorage Borough School District, "Transportation, Grade 2" (BICEP 3176).

Career Education Resource Card File. Niles, Ill.: Developmental Learning Materials, 1976, "Truck Driver Task Cards" (BICEP 4068).

STUDENTS

Popeye and Transportation Careers Comic Book. New York, N.Y.: King Features, Inc., 1972 (BICEP 9135).

TEACHER AND STUDENTS

At Work In Transportation Filmstrip/Cassette. Lakeland, Fla.: Learning Resources Co., 1974 (BICEP 4007d).

Children's Dictionary of Occupations. Philadelphia, Pa.: Career Futures, Inc., 1974, "Alphabetizing People Who Work in Transportation" (BICEP 3279).

FOLLOW-UP ACTIVITIES

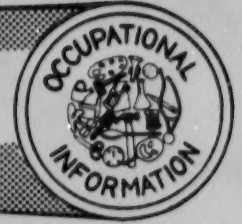
Upon completion of this activity students may wish to research in greater depth the work, operator requirements and uses of the various vehicles. They may wish to personally interview the vehicle operators.

Another optional activity would be to have individual classes design a transportation mural based on the vehicles they have seen.

TEACHER'S NOTES

COMM.

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MATERIALS/RESOURCES

Collection of Shoes
 Oaktag Cutouts of Feet
 Drawing Paper
 Crayons
 Magic Markers
 "Neat Feet" Worksheet

DETAILS

LEVEL: Primary/
 Intermediate
TYPE: Entire Class
TIME: Two to Three
 Class Periods

INSTRUCTIONAL OBJECTIVE

As a result of this activity, students will be able to identify types of shoes used in different occupations.

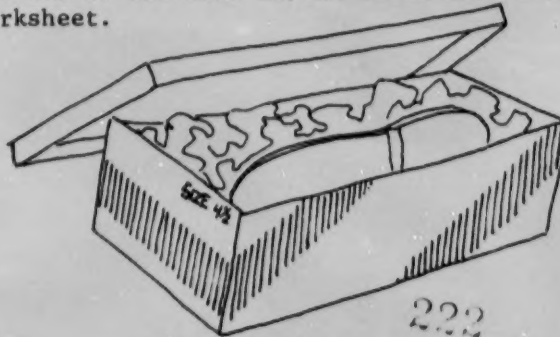
PROCEDURES

1. Ask students to bring to class shoes used in different occupations. They may include:

Ballet Slippers	Loafers
Tennis Shoes	Waders
Track Cleats	Construction Boots
Cowboy Boots	Swim Fins

It may be necessary for teacher to bring certain types of shoes that students could not obtain.

2. Display the shoes and have students brainstorm a number of careers that use the various types of shoes.
3. Ask each student to choose the shoe he/she would most like to wear and complete the "Neat Feet" worksheet.



COMM.

PROCEDURES Continued

4. Finish the activity by discussing the number of different occupations the students chose and the skills involved in these occupations. This activity could be extended by having the students work in groups to develop posters of different work shoes. The poster would include the name of the occupation, the appropriate shoes and the skills involved in the occupation.



VARIATIONS:

Collect shoe catalogs and make shopping lists to go along with them. Have students be given a certain amount of money, then find a specific pair of shoes in the catalog and figure whether they could afford to buy the shoes; if so, how much change would be received after the purchase?

Have students make mobiles illustrating shoe groupings such as shoes for play, shoes at the beach, shoes for outdoor work, shoes for the stage, shoes with wheels, blades, etc.

Have students research and draw or bring to class shoes from other countries. This will give students the opportunity to study customs, dress and cultural differences among nations.

Have students invite a podiatrist to class. Have this medical doctor discuss and illustrate the bones of the foot as well as stressing the importance of proper foot care and shoe selection.

COMM.

STUDENT ACTIVITY SHEET

NEAT FEET

The shoe I would most like to wear is the _____ because _____.

If I were this shoe in a career, I might be a _____.

Two skills needed for this career are:

The shoe I would least like to wear is the _____ because _____.

If I wore this shoe in a future career, I might be a _____.

Two skills needed for this career are:

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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Farnette, Cherrie et al. I've Got Me and I'm Glad, "If The Shoe Fits". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3040).

FOLLOW-UP ACTIVITIES

An additional activity would be to consider the qualities necessary for being a shoe salesperson. Are there qualities similar or different from other salespeople in retail stores? Students might interview a salesperson in a department store selling shoes to gain greater insight into this type of career choice.

TEACHER'S NOTES

COMM.

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**MATERIALS/RESOURCES**

Picture Sources
Mural Paper
Paste/Glue
Scissors

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: Five to Ten
Class Periods

INSTRUCTIONAL OBJECTIVE

After discussing disabled people in the "World of Work", students will list adaptations that are made or might be made to accommodate disabled people in working situations.

PROCEDURES

1. Discuss with students the role of the disabled person in the working world.

How many know a disabled person?

Is a person with a disability usually sick?

How many have seen a handicapped person working?

What reasons could there be for the lack of visibility of the handicapped in the work force?

Is there discrimination? What forms does it take (inaccessibility of buildings, forms of job applications, etc.)?

2. Have students see whether they can find pictures of handicapped workers in newspapers or magazines.
3. Have students draw pictures of jobs a handicapped person could do, if pictures cannot be found. Make a bulletin board entitled, "Yes, I Can."
4. Invite a person who is handicapped and holds a job not normally associated with disability to visit the class and share his/her experiences.
5. Possibly have students design posters for the local community, based on their own pictures.

COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Barnes, Ellen et al. What's The Difference? Teaching Positive Attitudes Toward People With Disabilities. "Career Awareness". Syracuse, N. Y.: Human Policy Press, 1978, pp. 93-104 (BICEP 3085).

STUDENTS

Barnes, Ellen and Biklen, Douglas. You Don't Have To Hear To Cook Pancakes, A Workbook in Understanding People. Syracuse, N.Y.: Human Policy Press, 1978 (BICEP 3152).

"Wheels For Walking". Highwood, Ill.: Curriculum Innovations, Inc., Vol. 2, No. 9, May, 1979 (BICEP).

TEACHER AND STUDENTS

Helmund, Judith. People Are A Rainbow Series. Hyannis, MA, Barnstable Public Schools, 1979 (BICEP and Centerville).

FOLLOW-UP ACTIVITIES

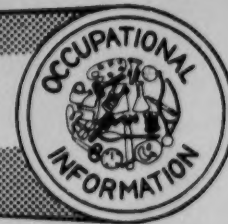
Teachers and students wishing to better understand a variety of handicaps can refer to the People Are A Rainbow Kits which focus on the acceptance and understanding of individual differences.

TEACHER'S NOTES

COMM.

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**MATERIALS/RESOURCES**

Book Cards
Due Date Slips
Mending Materials (Scotch Tape, Spine Tape)
Book Labels

Catalog Cards
Date Stamp

DETAILS

LEVEL: Intermediate

TYPE: Small Groups

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After visiting a library, the students will explore the work roles of library personnel through classroom simulation.

PROCEDURES

1. Divide the students into small groups and tour the library where the librarian will show the steps necessary to putting and keeping a book in circulation. If the library has enough personnel, several groups can tour at the same time. Otherwise, this tour would have to be scheduled over a period of time.
2. Have students find out about the charging desk and methods of control of materials loaned out, including overdue and lost materials; how books are prepared for circulation (ordering, checking invoices, putting pockets and cards in, cataloging, and classifying, spine labels); shelving books by subject, reading the shelves; displays, storytelling, research, teaching and so on.
3. Have students discuss the various activities and set up their classroom library in accordance with what they learned.
4. Distribute sample book cards, due date notices, book labels, catalog cards, and review their functions with the students.
5. Solicit student demonstrators to further apply skills learned.

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COMM.

STUDENT ACTIVITY SHEET

COPY CAT LIBRARY

BOOK CARD

TITLE _____

AUTHOR _____

DUE DATE NOTICE

NAME

GRADE/LEVEL

TITLE OF BOOK

DUE DATE

BOOK LABEL

TITLE

AUTHOR



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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Lawson, Jane and Finn, Peter. Career Education Activities For Subject Area Teachers, Grades 1-6, Activity #10, "Borrow A Book". Cambridge, Mass.: Abt Publications, 1975 (BICEP 3076).

STUDENTS

Cooke, David C. How Books Are Made. New York: Dodd Mead, 1963 (Centerville).

Mott, Carolyn and Baisden, Leo. The Children's Book on How to Use Books and Libraries. New York: Charles Scribners Sons, 1961 (BICEP 4195).

FOLLOW-UP ACTIVITIES

Simulation can become a reality if arrangements can be made for students to perform library tasks under the direction of a library aide or a volunteer. A trip to the local village library as a job related field trip would add immeasurably to this activity.

TEACHER'S NOTES

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COMM.

EVERY PERSON HAS RIGHTS



MATERIALS/RESOURCES

Poster Materials: Poster Board
 Markers
 Paper
 Scissors
 Glue/Paste

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After a discussion of fair treatment of disabled people, students will design a poster depicting equal treatment of the disabled person.

PROCEDURES

1. Discuss with students some of the unfair ways in which disabled people are treated. Discussion might include:

- Stereotyping - Classifying all disabled people as being inferior
- Inaccessability of many buildings - Hampering entrance by architectural design
- Job discrimination - Giving a lesser task to a disabled person
- Avoidance - Retreating from personal encounters

2. Have the students (alone or in pairs) design posters depicting equal treatment for the handicapped. Some possible titles are:

"Variety is the Spice of Life"
"Every Person Has Rights"
"We All Fit In"
"Differences Make Life Sparkle"
"A Little Respect Beats a Lot of Pity"



COMM.

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PROCEDURES Continued

3. Encourage students to design posters which depict multiple handicaps receiving equal treatment, such as:

- Wheelchair bound bank teller
- Blind person being a concert pianist
- Deaf mute preparing meals (chef)
- Limbless person operating a typewriter



COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Barnes, Ellen et al. What's The Difference? Teaching Positive Attitudes Toward People With Disabilities. "Stereotypes of the Disabled". Syracuse, N. Y.: Human Policy Press, 1978, pp. 57-66 (BICEP 3085).

Benson, Arland et al. Stereotyping, An Intermediate Career Education Learning Package. St. Paul, Minn.: Benson, Carlson, Larsen Publishers, 1976 (BICEP 1045).

STUDENTS

Byars, Betsy. The Summer of the Swans. New York: Vicking Press, 1970 (BICEP)

Hasagawa, Sam. Stevie Wonder. Mankato, Minn.: Creative Education Society, 1975.

TEACHER AND STUDENTS

Helmund, Judith. People Are A Rainbow Series. Hyannis, MA, Barnstable Public Schools, 1979 (BICEP and Centerville).

FOLLOW-UP ACTIVITIES

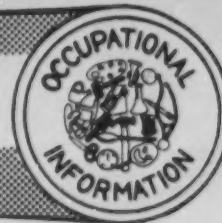
Teachers and students wishing to better understand a variety of handicaps can refer to the People Are A Rainbow Kits which focus on the acceptance and understanding of individual differences.

Students may wish to personally interview a disabled person to gain insights into their lives and aspirations.

TEACHER'S NOTES

COMM.

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MATERIALS/RESOURCES

"Work It Out" Worksheet
Telephone Directory

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Having identified that jobs have certain characteristics, the students will identify three classifications of workers and complete a class chart.

PROCEDURES

1. Discuss with students the concept that jobs can be classified into certain characteristics.
 - Some jobs are related to nature.
 - Some jobs are related to people.
 - Some jobs are performed only at night.
 - Some jobs are performed during the daytime.
 - Some jobs require working outdoors.
 - Some jobs require working with animals.
 - Some jobs are related to machinery.
2. Have students identify as many different categories as possible.
3. List all student responses on chalkboard.
4. Focus on three specific categories as identified on the worksheet.

COMM.

PROCEDURES Continued

WORK WITH PEOPLE

Teacher
Coach
Doctor
Attorney
Banker
Salesperson

WORK WITH MACHINES

Inventor
Mechanic
Printer
Seamstress
Typist
Welder

WORK WITH NATURE

Farmer
Gardener
Sailor
Carpenter
Forest Ranger
Architect

5. Discuss ways that students could research jobs to compile lists.

Career Information Kits (See Supplementary Resources).

Telephone Directory (See Yellow Pages).

Personal Interview with Parents or Workers They Know

6. Begin worksheet with students. Note that the purpose of the list is to identify the most evident characteristic. It will soon be apparent to students that dependence of job characteristics are interrelated.

Example: A carpenter works with wood which comes from nature but s/he also works closely with the contractor and the prospective owner.

A veterinarian works with animals but s/he also deals with the owners.



STUDENT ACTIVITY SHEET

WORK IT OUT!

WORK WITH NATURE

WORK WITH MACHINES

WORK WITH PEOPLE

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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Career Awareness Activity Cards. Palos Verdes Peninsula, CA, Frank Schaffer Publications, Inc., (BICEP 3322).

Petersen, Marla et al., Job Lab I. Boston, MA, Houghton Mifflin Co., 1976 (BICEP 4070).

STUDENT

Hopke, William and Parramore, Barbara. Children's Dictionary of Occupations. Philadelphia, PA, Career Futures, Inc., 1974 (BICEP 3279).

TEACHER AND STUDENTS

Schwartz, Linda. When I Grow Up, Discovering Careers Through Self-Directed Activities. Prentice-Hall Learning Systems, 1976, pp. 10-14 (BICEP 3280).

FOLLOW-UP ACTIVITIES

Students could identify jobs related to their school subjects:

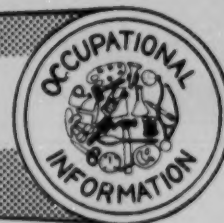
Math (Accountant)
Science (Electrician)
Language (Disc Jockey)
Music (Piano Tuner)

Reading (Chef)
Social Studies (Cartographer)
Physical Education (Weight Lifter)
Art (Museum Curator)

Students could identify job categories in a "career fair" setting where booths and displays would be prepared for each category.

TEACHER'S NOTES

THE POSTAL CARRIER COMES TO VISIT



MATERIALS/RESOURCES

Mail Carrier
Paper
Crayons, Markers, etc.
"The Birth of a Stamp" Worksheet

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Following a visit by a mail carrier, students will design a map of his/her route and/or a school stamp.

PROCEDURES

Prior to starting the activity

The mail carrier should be advised before the actual visit as to the students' ability level and those areas the teacher would like to be emphasized. In this case emphasis would be placed on the particulars of his/her route and stamp designs.

FIRST CLASS PERIOD

1. Prepare the students for the visit from the postal carrier. This can be done by:
 - a) Students playing the part of reporters and individually preparing questions to ask the postal carrier. They may have paper to jot down answers or the teacher may have a tape recorder available to record responses to questions.
 - b) Another activity prior to the visit may include discussion of a postal carrier's job: benefits, hazards and training necessary. It is important to let students discuss this. The teacher should refrain from answering any questions; only monitoring the discussion and commenting to the effect of "I think that's a good question to ask." This serves the dual purpose of getting students ready for the visit. It also lets the teacher know where students' knowledge is at prior to the classroom visit by the postal carrier. Some important questions may be listed on the board.

COMM.

PROCEDURES Continued

SECOND CLASS PERIOD

2. Have the mail carrier visit the classroom.

THIRD CLASS PERIOD (Activity I)

3. Acquire a town map (town hall or school principal's office). Sketch out roughly the streets involved on the route. The map could be traced onto mural paper or the chalkboard.
4. Fill in the street names with the class.
5. Fill in any particulars the class can remember about his/her route: e.g., the dog on Chase St.; the beautiful Christmas card from the Jones.
6. Carry on this activity as an ongoing project once the particulars are marked on the map. Have the children color in trees, houses, etc.

THIRD CLASS PERIOD (Activity II) - OPTIONAL

7. Review from what was shown and told to the students the procedures used in stamp making: e.g., size, cost, color, theme, dates, printing.
8. Have students design a school stamp, a stamp commemorating a special event, honoring an important person, or calling attention to a national need or concern.
9. Write any alternate ideas on the board.
10. Distribute the "Birth of a Stamp" worksheet which focuses on how a stamp is designed, made and distributed.
11. Provide art materials necessary for independently designing a stamp and have students work on their designs.
12. Display stamps in the classroom.

VARIATION

Design a stamp for the postal carrier and send it to him/her along with a note of appreciation.



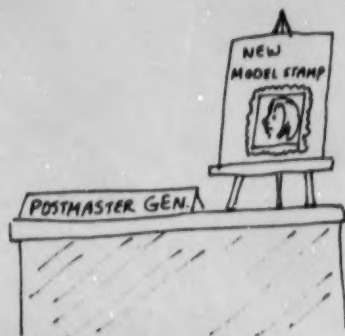
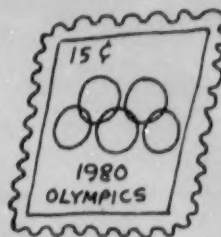
COMM.

STUDENT ACTIVITY SHEET

THE POSTAL CARRIER COMES TO VISIT

THE BIRTH OF A STAMP

1. Stamps are designed to commemorate a famous person or a significant event. Ideas for stamps are sent to the Postmaster General of the United States Postal Service.



2. A committee made up of business people, artists, stamp collectors and other interested people discuss the design of the stamp. They make recommendations to the Postmaster General because it is his/her responsibility to approve the stamp.

3. The artist is now chosen to make the first design. This design is then given to the Bureau of Printing and Engraving to make a title, price, and size for the stamp.



4. Next, the engraver works to cut the design into a piece of soft steel. This process is called "making a die". The engraver needs a steady hand, lots of patience, small tools, and a magnifying glass because of the smallness of the design.

COMM.

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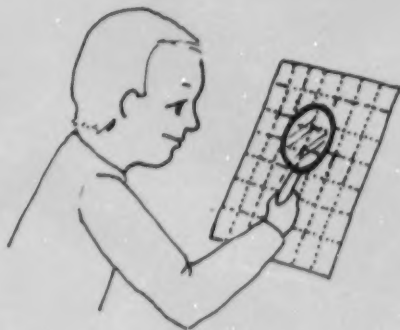
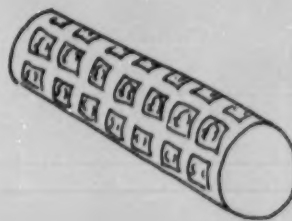
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STUDENT ACTIVITY SHEET

THE POSTAL CARRIER COMES TO VISIT

THE BIRTH OF A STAMP

5. Next, the die is used as a pattern and the stamp is put into rows on metal and made into a roll. This then goes to the printing press. The paper which is used to make the stamps already has the glue on the back.



6. Once the presses roll there should be no mistakes but inspectors are used anyway before the stamp paper goes to the perforation machine.



7. Once the stamps are printed, they are then packaged to be sent to post offices all over the United States. Young and old philatelists watch eagerly for new stamps coming out. The post office usually has a display rack or a showcase which features new stamps. Stamp collecting kits can be purchased. They make excellent birthday or holiday gifts and are appreciated by collectors of all ages.



8. New stamps are "issued" at certain places on certain dates. If the stamp is honoring a certain person, alive or deceased, members of the immediate family are usually invited to the dedication ceremony. Dignitaries also are invited. It is a special occasion.

COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Career Education Resource Card File, Postal Service Task Cards. Niles, Ill., Developmental Learning Materials, 1976 (BICEP 4068).

Reading About Work. Florence, Kentucky, Litton Educational Publishing Co., 1977 (BICEP 4076).

STUDENT

Daniels, Harvey and Turner, Silvie. Exploring Printmaking For Young People. New York, N.Y., Van Nostrand Reinhold Co., 1972 (BICEP 9157).

TEACHER AND STUDENTS

Kirkman, Ralph and Darrell, Bob. Every Number Counts, Level 2. Nashville, Tenn., Incentive Publications, Inc., 1977, "Mailbag", p. 21 (BICEP 3171).

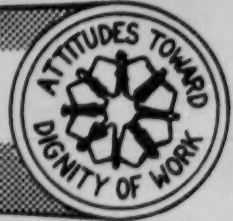
FOLLOW-UP ACTIVITIES

After a classroom visit has been arranged, the students might wish to set up a school post office or a classroom post office affording wonderful opportunities to put language arts and social studies into a relevant setting. Also, one could pretend the school was a mail carrier's route and make a map of the territory that he/she has to cover with deliveries.

TEACHER'S NOTES

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COMM.



MATERIALS/RESOURCES

Material to Make Booklets
Bulletin Board Materials
Magazines
Drawing Materials

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

After visits from neighborhood homemakers the students will identify five important aspects of being a homemaker.

PROCEDURES

FIRST CLASS PERIOD

1. Have class develop a list of questions to ask visiting homemaker. Questions might include the following:

Do you need training or special education to be a homemaker?

What are your duties as a homemaker?

Do you get paid for being a homemaker?

Does your work follow a time schedule? Why or why not?

If you can't do a job, to whom do you turn for help?

What are the advantages of being a homemaker?

What are the disadvantages of being a homemaker?

Encourage students to ask other questions. Caution should be exercised only to avoid questions of a personal nature.

2. Make arrangements of time, place and emphasis of classroom visit with homemaker.
3. Make every effort to have both a male and female homemaker visit the class. In order to avoid stereotyping, it might be advisable to invite male guest first.

COMM.

PROCEDURES Continued

SECOND AND THIRD CLASS PERIODS

4. Following the classroom visits, review questions which were first suggested. Discuss information learned from visits and impressions gained.
5. Identify five important aspects of being a homemaker using pictures to go along with each aspect.
6. Display materials on bulletin board.
7. Finish by having students compile these activities on a check list showing those activities that can be done alone and those where a homemaker needs help.

Activity	Alone	Help
Cooking	X	
Cleaning		X
Shopping	X	
Nursing	X	
Taking Care of Children	X	X



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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Popeye Consumer and Homemaking Careers Comic Book. New York, N.Y.: King Features, Inc., 1972 (BICEP 9140).

STUDENTS

Berger, Gilda. Jobs That Help the Consumer and Homemaker. New York: Lothrop, Lee and Shepard, 1974.

Blaine, Marge. The Terrible Thing That Happened at Our House. New York: Parents' Magazine Press, 1975 (Centerville).

TEACHER AND STUDENTS

Reading About Work. Florence, Kentucky, Litton Educational Publishing Co., 1977 (BICEP 4076).

FOLLOW-UP ACTIVITIES

Students may wish to investigate other types of homemakers such as visiting nurses, professional cleaners, and day care center workers who perform these jobs and thus alleviate that role for a homemaker who engages in other types of employment.

TEACHER'S NOTES

COMM.

YOU'VE GOT THE GOODS -
I GIVE THE SERVICE



MATERIALS/RESOURCES

Magazines
Mural Paper
Paste/Glue
Scissors

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

After distinguishing the difference between goods and services, the students will collect pictures of producers of goods and services. The pictures will then be used to design a community map of essential goods and services.

PROCEDURES

FIRST CLASS PERIOD

1. Initiate a discussion with the students about "What are goods?" and "What are services?" (Goods are things you can pick up, touch, feel; things which are made. Services are provided by an individual or group of individuals.)

Examples of each are provided below:

GOODS

Bread
Shampoo
Fertilizer
Medicine
Lumber
Tires

SERVICES

Running a catering service
Giving a haircut
Landscaping a condominium
Administering first aid
Repairing a broken window
Repairing a bicycle

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COMM.

PROCEDURES Continued

SECOND CLASS PERIOD

2. Give students magazines and ask them to cut out as many pictures of people doing things as possible. The focus should be that of people (men and women, young and old) doing jobs. Place the pictures in a large pile to be distributed at the next session.

THIRD CLASS PERIOD

3. Give the students the pictures and ask them to classify them as either a producer of a good or a service.

FOURTH AND FIFTH CLASS PERIODS

4. Have students make a large map representing their community and place their pictures on the map so as to show where this good or service is produced or performed in their own community.



COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Forte, Imogene and Pangle, Mary. More Center Stuff for Nooks, Crannies and Corners, "Last of the Big Spenders". Nashville, Tenn.: Incentive Publications, 1976, pp. 175-180 (BICEP 3041).

"Goods and Services". Syracuse, N.Y.: Lower Primary Life Centered Curriculum Program, 1974 (BICEP 3230).

"Producers of Goods and Services". North Dakota Curriculum, Grade 2, Section IV, pp. 26-30, 1973 (BICEP 3091).

The K-3 Hand Book. Illinois Office of Education. "Goods and Services", pp. 71 and 95, 1977 (BICEP 3113).

STUDENTS

At Work in Offices and Factories. Lakeland, Fla.: Learning Resources Co., 1974 (BICEP 4007c).

Benson, Christopher. Careers in Auto Sales and Service. Minneapolis, Minn.: Lerner Publications, 1974 (BICEP 9043).

FOLLOW-UP ACTIVITIES

Students might wish to interview people who provide goods for them either in their school setting or in their home. Other students might wish to interview people who provide services for them in similar settings. A mural depicting "goods and services" in the lives of the students might be a worthwhile culminating activity.

TEACHER'S NOTES

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COMM.



MATERIALS/RESOURCES

Encyclopedias, multi-media materials appropriate to production of products

Quart of Milk

Loaf of Bread

Book

Chart Paper

Cotton T-Shirt

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will be able to identify the sequence of occupations involved in the production and distribution of a familiar product.

PROCEDURES

1. Begin discussion by placing several common products (quart of milk, loaf of bread, cotton T-shirt, book) on a front desk and open up with question: "Where did this product come from?"

NOTE TO TEACHER: The first reaction will be from the nearest source (grocery store, department store).

2. Ask the students to retrace the product back to its origin. This will require the students to do research on the individual products.
3. Make available encyclopedias, books, pamphlets, multi-media materials for students to consult. Organize research groups on each product. Try to provide materials appropriate to the original products displayed in class.
4. Have students in small groups appoint a student recorder. Teacher should circulate from group to group offering help when needed as well as directing students to identify the following:
 - The raw material
 - The stages in production or manufacturing
 - The stages in distribution to consumer

An example of the types of occupations involved follows.

COMM.

STUDENT ACTIVITY SHEET

MANY HANDS MAKE MANY PRODUCTS



DAIRY FARMER

MILKING
MACHINE PRODUCER

DAIRY PROCESSING
MACHINE OPERATOR

PACKAGE
MANUFACTURER



REFRIGERATED TRUCK
MANUFACTURER

MILK TRUCK DRIVER

GROCERY STORE
STOCK CLERK



HOMEMAKER

COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Hello, World! Marketing, A Careers Exploration Program. Palo Alto, Calif.: Field Educations Publications, Inc., 1973 (BICEP 9154).

Robinson, Barbara. Hands-On Career Awareness Projects in the Elementary School. State of New Jersey Dept. of Education, 1977 (BICEP 3202).

STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do. Nashville, Tenn.: Incentive Publications, Inc., 1977, "Paper Connections", p. 49 (BICEP 3045).

FOLLOW-UP ACTIVITIES

An excellent supplement to this activity would be for students to pantomime the work of the occupation/career involved in producing and distributing the product. Taking this pantomime further students can investigate the qualifications necessary for the different careers/occupations.

TEACHER'S NOTES

COMM.

**MATERIALS/RESOURCES**

"Jobs Afloat" Worksheet.

Pencils

Travel Brochures

"Providing Recreation" Filmstrip & Cassette

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After examining a display consisting of cruise ship travel brochures, the students will list the job titles and tasks of workers on a cruise ship.

PROCEDURES

1. Display a number of cruise ship travel brochures for the students to examine.
2. Show students a filmstrip about this leisure time industry.
"Providing Recreation" - People at Work, Pathescope Educational Films, Inc. and The Associated Press.
3. Have students discuss job titles and work tasks of workers on a cruise ship.
4. Have students complete "Jobs Afloat" worksheet.



COMM.

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STUDENT ACTIVITY SHEET

JOBS AFLOAT

DIRECTIONS: Many people are necessary to make a cruise ship run smoothly and give passengers a pleasurable vacation. Below are the names of workers on a cruise ship. Identify their work tasks on the lines next to their jobs.

Chief Engineer _____

Photographer _____

Cruise Director _____

Chaplain _____

Musician _____

Security Officer _____

Nurse _____

Social Director _____

Captain _____

Purser _____

Baggage Master _____

COMM.

STUDENT ACTIVITY SHEET

JOBS AFLOAT (Page 2)

Specialty Shop Operator _____

Dance Instructor _____

Waiter/Waitress _____

Chef _____

Printer _____

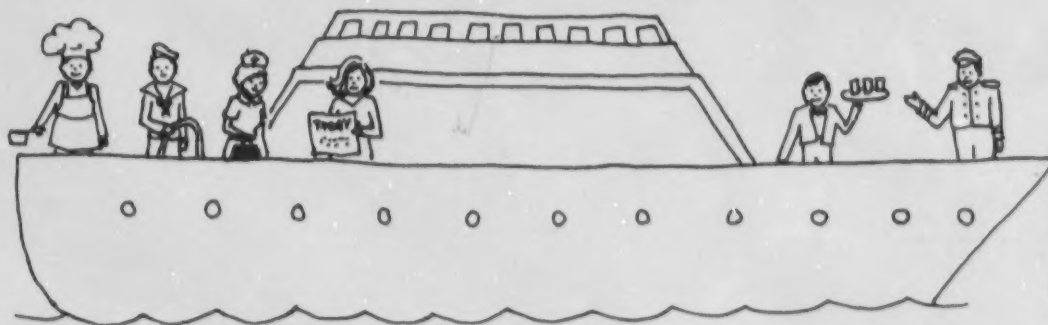
Radio Operator _____

Maitre d' _____

Sailor _____

Deck Steward _____

Hotel Manager _____



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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Career Centers for Kids, Grades K-6, Hospitality and Tourism. Anchorage, Alaska, pp. 427-456 (BICEP 3176).

Job Lab #1, "Transportation Cluster". Boston, Mass.: Houghton Mifflin Co., 1976 (BICEP 4070).

STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do, "Travel Talk". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3046).

Palladian, Arthur. Careers In The Navy. Minneapolis, Minn.: Lerner Publications, Co., Inc., 1977 (BICEP 9050).

TEACHER AND STUDENTS

Careers: A Supplemental Reading Program, Level C. New York, N.Y.: Harcourt Brace Jovanovich, Inc., 1975, "Travel Agent" (BICEP 4069).

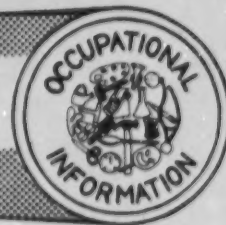
FOLLOW-UP ACTIVITIES

Students could interview people who have been on cruises (parents, friends and relatives as well as travel agents) in order to learn more about the cruise ship business.

Students could also discuss the advantages of working on a cruise ship (travel, meeting new people, escaping from climatic conditions) as well as the disadvantages (being away from one's family for long periods of time, rough seas, etc.).

TEACHER'S NOTES

COMM.



MATERIALS/RESOURCES

Chart or Mural Paper
 "Workers Selling Products" Survey Worksheet

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
 Individual
TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

As a result of viewing T.V. commercials and discussing job roles depicted, the students will be able to identify those jobs that television shows as being performed by both males and females.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by discussing work roles as depicted in television commercials. Discussion questions may include:

- How many students watch T.V.?
- How many can tell about a commercial seen recently?

Product

Setting

Demonstrator

Music Backgrounds

Slogan

- Were any jobs/occupations being performed in the commercial?
- Was the job performed by a male, female? (Including categories such as child, senior citizen, or handicapped person may also heighten career awareness)

2. Continue discussion until several commercials have been talked about. Have students recognize that not all commercials will show occupations or workers.



SECOND CLASS PERIOD

3. Distribute "Workers Selling Products" worksheet. Instruct students that they are to watch television for at least one half hour at two different times during the day in order to complete the worksheet.

COMM.

PROCEDURES Continued

4. Indicate that different viewing hours appeal to different audiences and that it would be interesting to see if jobs in commercials are shown any differently in the early morning as opposed to pre-dinner time or early evening viewing.
5. Suggest that students try to watch as many different channels as possible to get as much variety as possible in responses.

THIRD CLASS PERIOD

6. Prepare large class chart prior to activity in readiness for recording student responses from individual viewing surveys. Sample is included here.

WORKERS SELLING PRODUCTS

JOB PERFORMED	MALE WORKER	FEMALE WORKER

NOTE TO TEACHER: If one wishes, they can also include the categories of child, senior citizen, handicapped person.

7. Solicit student volunteer(s) to record responses from individual student surveys on class chart. Allow for discussion of each situation based on the following criteria:
 - Did the work role seem realistic?
 - Have you ever seen a person (male or female) doing this job?
 - Can this job be done equally well by males and females? Why or why not?
8. Culminate activity when all student surveys have been recorded which will probably take more than one class period of recording and discussing.



COMM.

STUDENT ACTIVITY SHEET

WORKERS SELLING PRODUCTS

PRODUCT ADVERTISED	JOB BEING PERFORMED (Setting)	MALE WORKER	FEMALE WORKER
Pickles	Construction Worker (Eating lunch at job site)		✓

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COMM.

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SUPPLEMENTARY RESOURCES

TEACHER

Career Awareness/Exploration Curriculum Kit, Grades 4-8. Portland, Oregon, Continuing Education Publications, 1976, "Equal Employment for Men and Women", p. 2.3.3 (BICEP 1085).

The Yellow, Blue and Red Book. Seattle, WA, Project Equality, 1976 (BICEP 3282).

STUDENT

"Hot Jobs for Women". Highwood, Ill., Curriculum Innovations, Inc., Vol. 8, No. 1, Sept. 1979 (BICEP).

TEACHER AND STUDENTS

Many Thousand Words...Work Pictures. Seattle, WA, Project Equality, 1976 (BICEP 3310).

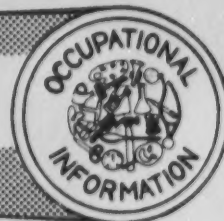
FOLLOW-UP ACTIVITIES

Students may wish to extend their "viewing" beyond the television set. They may choose to look for occupations and careers in their neighborhood, in the business community, and in other media (newspapers, magazines) that depict both male and female workers.

TEACHER'S NOTES

COMM.

THE SUBJECT-SKILL-JOB CONNECTION



MATERIALS/RESOURCES

Education: Who Needs It? Filmstrip/Cassette
See Supplementary Resources

"Subject-Skill-Job Connection" Worksheet

Materials/Books/Media About Occupations

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Four Class Periods

INSTRUCTIONAL OBJECTIVE

Each student will relate skills learned in reading/language arts, mathematics and social studies to carry over skills in the world of work and occupations appropriate to each skill by means of a subject-skill-job chart.

PROCEDURES

FIRST CLASS PERIOD

1. Introduce activity by discussing the title of the filmstrip/cassette which will begin activity: Education: Who Needs It?
2. Ask students to brainstorm their interpretation of this title. Responses which may evolve are:
 - You need an education to be successful in life.
 - People respond to you more if you are educated.
 - There are more job opportunities open to people who have a high school diploma.
 - Some jobs require certain school skills and subjects.
 - A large number of jobs would be eliminated and unnecessary if there was no formal education system (teachers, researchers, counselors, librarians, publishers).
 - Where would our society be today if we didn't have compulsory education?
3. Accept any responses thereby establishing a motivation to hear and view Education: Who Needs It? and compare class comments with cassette script.

COMM.

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PROCEDURES Continued

SECOND CLASS PERIOD

4. Direct discussion toward identifying three basic subjects taught, reviewed and identified as being important to one's education and skill development: Reading/ Language Arts, Mathematics and Social Studies.
5. Begin to identify situations where one's life or work role would be seriously jeopardized without these skills. Examples or situations might be the following:

READING/LANGUAGE

- Unable to understand newspapers and magazines
- Unable to comprehend common signs and things in public places such as road signs, lavatories, restaurant menus, check book directions, super-market advertisements
- Unable to give clear and concise and sequential directions for baking a cake, fixing a flat tire, assembling a piece of unfinished furniture

MATHEMATICS

- Unable to compute salary for hours worked
- Unable to check accurate change from purchases made
- Unable to measure liquids and solids
- Unable to determine fractional parts of objects
- Unable to estimate costs of items without over-spending a budget

SOCIAL STUDIES

- Unable to make judgments based on issues concerning political candidates
- Unable to converse about different parts and peoples of the world
- Unable to read maps and draw conclusions about geographic areas
- Unable to be successful in a job setting due to lack of communication skills

THIRD CLASS PERIOD

6. Explain purpose of previous discussions: 1) to recognize the world of education and school 2) recognize the need for certain skills taught in school and 3) identify specific skills related to these subjects and 4) match skills to the world of work and specific occupations.

COMM.

PROCEDURES Continued

7. Show a sample subject-skill-job connection chart.

SUBJECT	SKILL	CARRY OVER SKILLS	OCCUPATION
reading	dictionary use	filing medical records	secretary
language	sentence use	writing news stories	newsperson
social studies	map reading	reading aerial maps	pilot
mathematics	add and subtract	balancing a check book	parent

8. Instruct students to design their own individual charts and record as many related skills, carry over skills and occupations as they can. Ask them to consider specific skills they are taught in school. Make sure that the students identify social, study and communication skills as well as content skills, e. g., Math--telling time and punctuality--prison guard.
Social studies--rules and laws--enforcing the speed limit--law enforcement officer
9. Distribute "Subject-Skill-Job Connection" worksheet and allow sufficient time for students to complete them. Provide non-fiction books, brochures and other media should students wish to research school skills related to particular occupations.
10. Culminate activity by having students share their individual charts with entire class.

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COMM.

STUDENT ACTIVITY SHEET

THE SUBJECT-SKILL-JOB CONNECTION

Directions:

Complete the chart by identifying all of the subjects that are taught to you in school. Match a skill learned in each subject, a related carry over skill, and an occupation that utilizes each skill.

SUBJECT	SKILL	CARRY OVER SKILLS	OCCUPATION

COMM.

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SUPPLEMENTARY RESOURCES

TEACHER

Eddy, Arlene and Gierman, Vera. Career Suggested Activities To Motivate The Teaching of Career Education. Stevensville, Michigan, Educational Service, Inc., 1977, pp. 197-214 (BICEP 3033).

Teacher-Developed Infused Curriculum Modules, Grades 4-6, All Subjects. Arlington, Texas, Partners in Career Education, 1977 (BICEP 3163).

TEACHER AND STUDENTS

Career Awareness Activity Cards. Palos Verdes Peninsula, CA., Frank Schaffer Publications, Inc., (BICEP 3322).

Bank, Ira M., Curriculum Careering, A Career Education Gamebook. Moravia, NY, Chronicle Guidance Publications, Inc., 1974 (BICEP 3053)

Education: Who Needs It? (f/c). Philadelphia, PA., Counselor Films, Inc., (BICEP 4029).

FOLLOW-UP ACTIVITIES

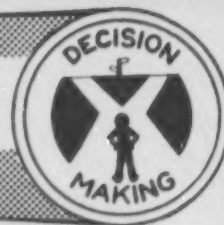
Students may wish to interview workers of interest to them to determine how this worker uses school skills and subjects in their daily work.

TEACHER'S NOTES

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COMM.

EQUALITY SURVEY



MATERIALS/RESOURCES

Access to School Library Books
Tally Sheet
Experience Chart Paper for Class Tally
"Stereotyping Survey" Worksheet

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
Teams
TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Given an understanding of sex role stereotyping in print materials, students will survey picture books (randomly chosen), analyze their findings and draw conclusions.

PROCEDURES

Prior to beginning activity

Make arrangements with school (town) librarian to allow students to use library facilities for the purpose of identifying examples of sex role stereotyping in characters and illustrations as shown in children's picture books.

FIRST CLASS PERIOD

1. Discuss the meaning of sex role stereotyping - situations where one sex or one group of people come to one's mind when we think of jobs or personal characteristics. This "association" has been passed from one era to another causing limitations on people's personal aspirations and career goals.
2. Brainstorm with students examples of sex role stereotyping they have observed in books, magazines, and television programming. Ideas which may surface are listed below:
 - All men are supposed to be strong, masculine, and aggressive.
 - All women are pictured as frail and unable to do jobs requiring manual dexterity as successfully as males.
 - Women are poor drivers.
 - A mother's place is in the home.
 - Politics is a man's business.

COMM.

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PROCEDURES Continued

- Males do better in math and science.
- Boys aren't afraid.
- Females do better in language and reading.
- Lawyers and doctors are male professions.
- Women must be youthful and beautiful.
- Women are better house cleaners.
- Boys are better at sports.
- Women are always seeking to be married.
- Mothers-in-law are difficult to get along with.
- Men are more knowledgeable about sporting events.
- Males shouldn't show emotion.
- Boys don't mind getting dirty.
- Girls hate to get dirty.

SECOND CLASS PERIOD

3. Once students feel comfortable with examples of sex role stereotyping, distribute a Stereotyping Survey and explain process to utilize this instrument.
4. Explain categories.

Type of Book - Picture book

- Nursery rhymes
- First Book of
- Primary non-fiction books

Male Characters - Those that are main or principal figures
(can be people, animals, or fictitious)

Female Characters - Those that are main or principal figures
(can be people, animals, or fictitious)

Copyright Data - Date that book was published.

5. Direct students to visit school or local community library and choose primary level picture books at random.

Example: Choose 1st picture book, analyze book according to survey sheet, record information, and then choose 10th book and go through the same process. This will assure a random sampling of books to be surveyed. If several students go to the library at the same time, start individuals at 2nd book, 11th book, etc. to assure as much coverage as possible. Individual students should survey at least eight books.

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COMM.

PROCEDURES Continued

THIRD AND FOURTH CLASS PERIODS

5. Allow students sufficient time to record their findings. Give assistance to those who may have difficulty picking out main characters.

FIFTH CLASS PERIOD

7. Upon completion of individual surveys, make a class composite tally. Ask each student to read his/her total of male and female characters.
8. At this point, again introduce sex role stereotyping. Allow a general discussion of what gender of characters seemed to be most predominate. Ask the following questions:
 - Why do you suppose there is a sex role predominance?
 - Were all the characters "true to life"?
 - Can you think of a book you reviewed where you know someone of the opposite sex who performs the same job/role?
 - From the tally scores, do you feel that males and females are portrayed as equals?
9. Have students draw conclusions from the general class discussion. Allow comments to follow any direction keeping in mind the general concept of stereotyping and how it limits one's personal goals.

STEREOTYPING



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COMM.

STUDENT ACTIVITY SHEET

EQUALITY SURVEY

STEREOTYPING SURVEY

STATISTICIAN: _____

Student's Name

NAME OF BOOK	TYPE OF BOOK	MALE CHARACTERS	FEMALE CHARACTERS	COPYRIGHT DATE

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COMM.

SUPPLEMENTARY RESOURCES

TEACHER

Career Awareness Do It Yourself Survival Kit. Eugene, Oregon, Public Schools, 1976, "Stereotyping", pp. 399-418 (BICEP 3024).

Jenkins, Jeanne and Macdonald, Pam. Growing Up Equal, Activities and Resources for Parents and Teachers of Young Children. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979 (BICEP 3151).

STUDENTS

Benson, Arland et al. Changing Roles of Women and Minorities, Student Booklet. St. Paul, Minnesota (BICEP 9166).

TEACHER AND STUDENTS

Fainette, Cherrie et al., At Least A Thousand Things To Do. Nashville, Tenn., Incentive Publications, Inc., 1977, "She Can, He Can", p. 21 (BICEP 3046).

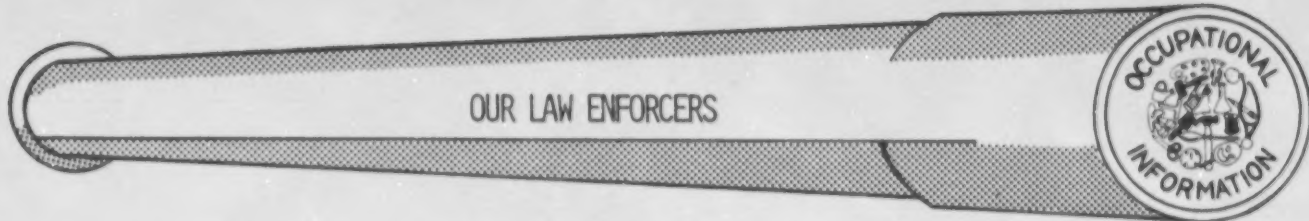
FOLLOW-UP ACTIVITIES

Students might wish to write and illustrate a class picture book where non-traditional roles are assumed by males and females. They might also wish to rewrite a nursery rhyme changing male to female characters and vice versa.

TEACHER'S NOTES

259

COMM.



MATERIALS/RESOURCES

Experience Chart Paper
Magic Markers

DETAILS

LEVEL: Primary
TYPE: Entire Class
TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Students will become familiar with the need for rules and laws and the work of police officers and demonstrate their knowledge by means of role playing "job tasks" associated with the police.

PROCEDURES

FIRST CLASS PERIOD

1. Initiate a discussion of the meanings and reasons for rules and laws. Pose the following questions to the students.

What is a rule?

Something that is designed to protect the safety and well being of people.

Why is it necessary to have rules?

So everyone can have their rights protected.

What rules do you have to follow at home? In school? In your community?

Allow for individual responses.

How do these rules make your home, school or community a better place to live?

Allow for individual responses.

What is a law?

Laws are rules made by governments for larger groups of people.

Why is it necessary to have laws?

Allow students to give examples as part of their responses.

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COMM.

PROCEDURES Continued

Who is responsible for seeing that rules and laws are enforced and obeyed?

Allow for individual responses.

List some laws that affect you or that you need to obey. Some responses that students might offer are the following:

- Traffic rules (lights, jay walking, right of way)
- Noise rules (disturbing the peace)
- Property rules (allowing people to protect what is rightfully theirs)
- Cleanliness (rubbish disposal, pollution controls)

3. Culminate this portion of the activity by having students understand that people who work in law enforcement help citizens understand that rules and laws are necessary.

SECOND CLASS PERIOD

Before the second portion of the activity begins, make contact with the local law enforcement agency so students can observe first hand the work and responsibilities of people in law enforcement.

4. Prepare students for a visit to a police station. Identify the types of related jobs that will be seen and discussed at the station. These jobs and responsibilities at the station might include:

Information Desk Officer	Radio Dispatch Officer
Traffic Record Workers	Police Chief
Police Chief	Patrol Officers
Secretaries	Traffic Officers
Detective Division	Jail Attendants

The responsibilities of law enforcement officers are:

- Arresting criminals or offenders
- Enforcing traffic laws
- Investigating crime
- Giving assistance in emergencies

5. Make a list of questions students want to ask when they are at the police station. Place questions on experience chart paper for all students to observe. Samples might include:

- What kind of training is necessary to be a police officer?
- What do you like best about your work?
- What is the hardest part of your career? Why?
- Do police officers have to take a physical exam before they get this job?
- Is your job dangerous?
- How old to you have to be to become a police officer?
- Why do you wear a uniform?

COMM.

PROCEDURES Continued

- Can both men and women do police work?
- What do you do when a person doesn't obey your orders?
- Are you ever frightened in your work?
- If you were on vacation and you saw someone breaking the law, could you arrest them?
- Does the siren's noise bother you?
- Is your work like what we see on television?
- When would you use your gun?

Add other questions based on students' knowledge and interest.

THIRD CLASS PERIOD

6. Make arrangements and visit the local police station. Allow students to ask questions. Take pictures (with permission) in order to record the memory of the visit.

FOURTH CLASS PERIOD

7. Review trip and allow students to share their impressions. Record on chalkboard all new vocabulary words that surface in the discussion (as a direct result of the trip).
8. Help students design an appropriate thank you for their visit.

FIFTH CLASS PERIOD

9. Present situations to the students that cause them to reflect on the work of the police officer. Sample situations are included below:

You come home from school and there is no one home. You don't have a key to get in. It is raining hard and you are cold and wet. You go to the next door neighbor but he/she isn't home either. It is getting dark. There is no one around except the police officer you saw at the corner as you got off the school bus. What should you do?

You are a police officer and you see some people climbing up the fire escape of a building. They look very suspicious. What should you do?

You are a traffic patrol officer and a car jumps a red light. This causes the cars behind to put their brakes on quickly. It also makes people upset. Will you go after the car that jumped the light, walk away, or direct the cars until there is a better traffic flow?

You are directing traffic and you see a blind person trying to cross the street. What will you do?

You are on your day off and have gone shopping at a mall. When you leave the store you see two young people that look like they are trying to steal a car. What will you do?

COMM.

PROCEDURES Continued

You are in the police station on telephone duty. A call comes in from a person who is crying and very upset. It is hard to calm the person down so you can find out what is the matter. How will you take care of this situation?

10. Allow students to volunteer to role play each situation always allowing time to discuss the work and responsibilities of people in law enforcement.



COMM.

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SUPPLEMENTARY RESOURCES

TEACHER

Career Education Resource Card File. "Law Enforcement", Niles, Ill., Developmental Learning Materials, 1976 (BICEP 4068).

"People In Our Community Who Keep Us Safe", K-3. Career Awareness in the Elementary Grades, Memphis, Tenn., City Schools, 1974, pp. 22-30 (BICEP 1060).

STUDENT

Police Officers, Learning How The Police Protect And Help Us. Kansas City, MO., Hallmark Cards, Inc., 1977 (BICEP 9197).

Ray, Jo A. Careers With A Police Department. Minneapolis, Minn., Lerner Publications, 1973 (Cotuit and Centerville).

TEACHER AND STUDENTS

The Police Officer. Columbus, GA., American Learning Systems, Inc., 1977 (BICEP 1161).

FOLLOW-UP ACTIVITIES

Class could design a mural showing all the work of police officers.

Students could take finger prints with an ink pad and view them under a microscope.

Students could design safety signs to help police officers with traffic control.

Students could personally interview people in different levels of law enforcement and discuss different situations that cause decisions to be made with care and expertise.

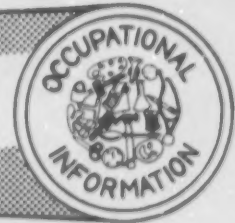
TEACHER'S NOTES

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COMM.

Geography

WALK AROUND THE BLOCK



MATERIALS/RESOURCES

"Walk Around the Block" Worksheets
Notebooks
Pencils
Ditto Sheet (1/2 Grids on Graph Paper)
Map of any Business Area
"Neighborhood Walk" Worksheets (Optional)
Camera (Optional)

DETAILS

LEVEL: Primary/Intermediate

TYPE: Entire Class
Small Groups

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

During a mini-community exploration walk, students will use a map grid to observe and record job sites, names of the jobs, and the location of the sites.

PROCEDURES

FIRST CLASS PERIOD

1. Stating boundaries, have students discuss the kinds of work they know are performed within a certain locality.
2. Draw a grip map of a business area on the chalkboard or on an overhead projector in order to familiarize the students with what should be included on a map. Teacher will discuss map legend if necessary.
3. Use "Neighborhood Walk" worksheets as an aid in describing the procedures for recording observations. "Walk Around the Block" community exploration will form the basis for recording job sites, names of jobs, and personal impressions of a business, residential, or newly renovated area.

NOTE: Whichever form is used, a thorough explanation of the worksheets should be given so students (individually or as a small group) will know observation procedures.



GEOG.

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PROCEDURES Continued

SECOND CLASS PERIOD

4. Solicit parent volunteers as group leaders to assure greater direction for the students. When discussing preparatory steps, it would be useful to have invited guests sit in on the explanation.

THIRD CLASS PERIOD

5. Tour the specified area(s) either as a total group or in small groups. Record observations.

FOURTH AND FIFTH CLASS PERIODS

6. Upon return to the classroom, give students the option to construct their own maps of the area visited (either individually or as a member of the original tour group). The map-making materials can be placed in a learning station and students can choose a 3-D effect, sand tables or dioramas. Sufficient time should be given for students to complete this hands-on activity.



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GEOG.

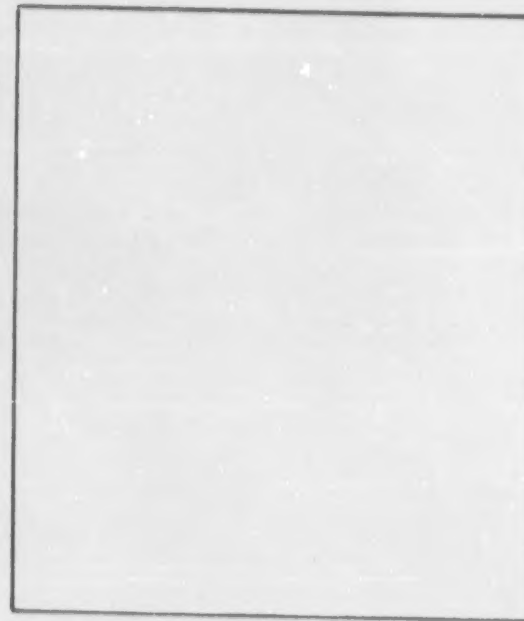
COMMUNITY EXPLORATION

Map of Exploration Area



Indicate direction of traffic, street signs and other special features of this block. Note landmarks, parks, waterways within the vicinity of your downtown community exploration.

Photograph of Site



WALK AROUND THE BLOCK

STUDENT ACTIVITY SHEET

GEOG.

Make an inventory of all business establishments within the exploration block you choose to explore. Determine if they produce a product or provide a service to the citizens of the community.

BUSINESS NAME	PRODUCT	SERVICE

COMMUNITY EXPLORATION

Record all the workers and their occupations that you observed on your community exploration.

Record all the tools, equipment and other signs of work seen on your community exploration.

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GEOG.

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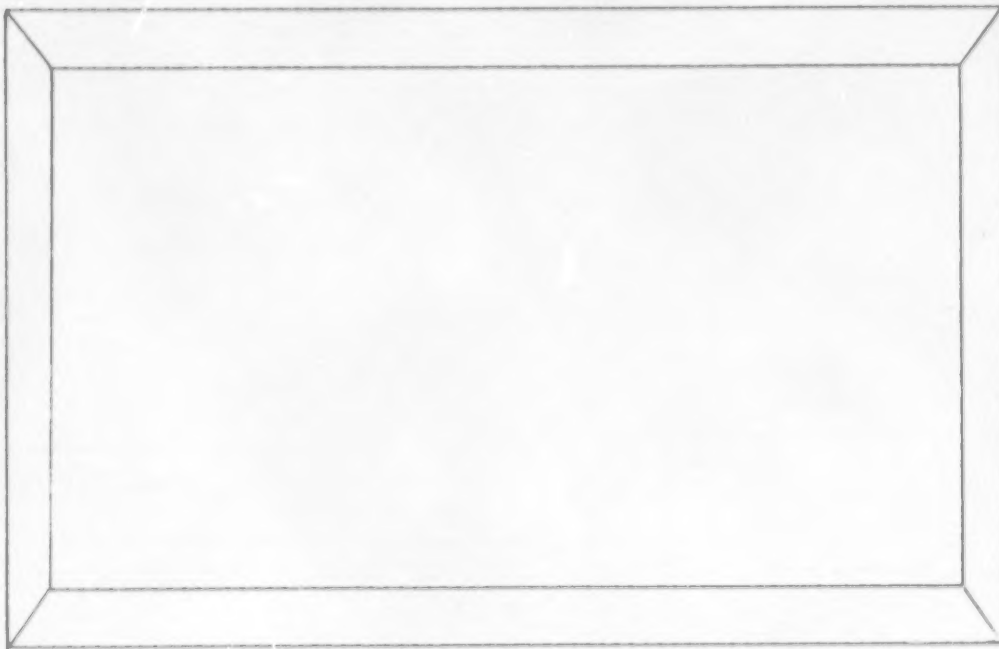
COMMUNITY EXPLORATION

Record your personal impressions of your community exploration. What did you observe that perhaps you have overlooked in the past when going through this part of your community? What people did you meet that were of interest to you? What work settings would be ones where you would like to be employed? What did you learn most of all from this experience?

STUDENT ACTIVITY SHEET

WALK AROUND THE BLOCK

TODAY I AM GOING ON A NEIGHBORHOOD WALK. I AM GOING TO LEARN ABOUT MY COMMUNITY AND ITS WORKERS. MY FRIEND AND I WILL BE PARTNERS. HERE IS OUR PICTURE AS WE LEAVE OUR SCHOOL.



WE ARE WALKING BECAUSE WE WANT TO TAKE A CLOSER LOOK AT THE PEOPLE AND PLACES NEAR OUR SCHOOL. WALKING KEEPS US PHYSICALLY FIT. WE CAN ALSO SAVE ENERGY BECAUSE GAS COSTS A LOT OF MONEY THESE DAYS.

IF WE SEE A GAS STATION NEAR OUR SCHOOL, WE WILL RECORD THE COST OF GASOLINE HERE IN OUR NEIGHBORHOOD WALK JOURNAL.

GEOG.

STUDENT ACTIVITY SHEET

WALK AROUND THE BLOCK

OUR SCHOOL IS LOCATED ON _____.

THE NEXT STREET SIGN I SEE IS _____.

IT ____ HAS OR ____ HAS NOT A TRAFFIC LIGHT TO HELP US
CROSS FROM ONE SIDE OF THE STREET TO THE OTHER.



ON THE NEIGHBORHOOD WALK I WILL SEE LOTS OF SIGNS. SOME MAY BE FOR
TRAFFIC. SOME MAY BE FOR THE PLACES WHERE PEOPLE WORK. SOME MAY
BE FOR WHERE PEOPLE LIVE. HERE ARE TWO SIGNS THAT REALLY MADE ME
THINK!

1.	2.
----	----

ON THE NEIGHBORHOOD WALK I WILL HEAR LOTS OF SOUNDS. SOME WILL BE
MADE BY PEOPLE. SOME WILL BE SOUNDS FROM NATURE. SOME MAY BE FROM
TRAFFIC. SOME SOUNDS MAY BE PLEASANT TO HEAR. SOME MAY BE TOO LOUD
AND NOISY. HERE IS A PICTURE OF SOMETHING THAT MADE A SOUND I HEARD.



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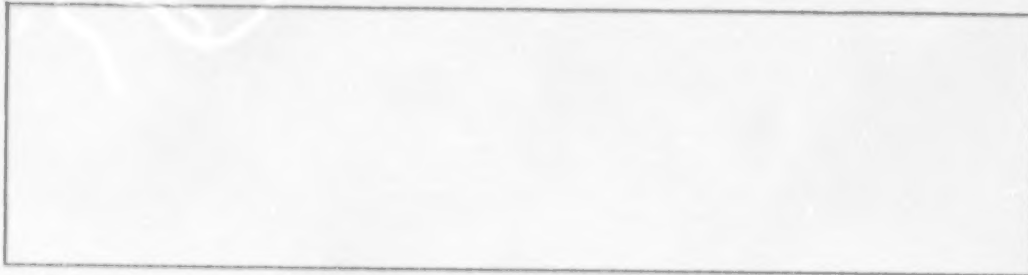
GEOG.

STUDENT ACTIVITY SHEET

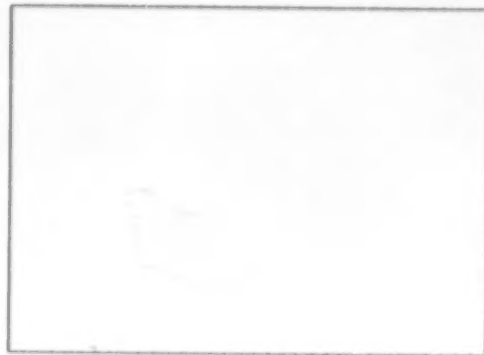
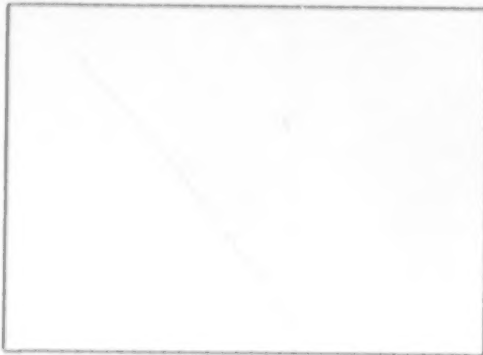
WALK AROUND THE BLOCK

MY COMMUNITY IS FILLED WITH NUMBERS.

WE HAVE STREET NUMBERS, LICENSE NUMBERS, TELEPHONE NUMBERS,
AND "MONEY" NUMBERS. HERE ARE SOME NUMBERS THAT I SAW ON MY
NEIGHBORHOOD WALK. I'M DRAWING THEM SO YOU CAN SEE WHERE
THEY WERE LOCATED.



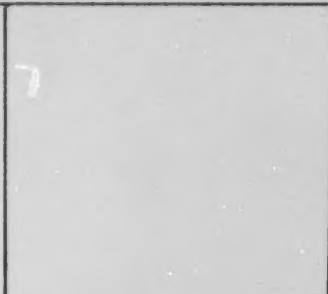
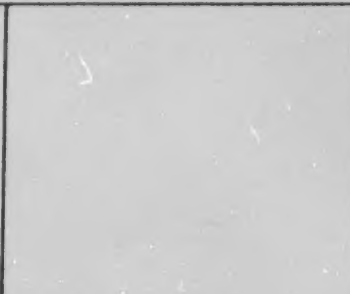
ON MY NEIGHBORHOOD WALK I WILL BE LOOKING CAREFULLY TO SEE PEOPLE AT
THEIR JOBS. I MAY SEE THEM WORKING INSIDE BUILDINGS OR WORKING OUT OF
DOORS. HERE ARE TWO PICTURES OF WORKING PEOPLE I SAW ON MY NEIGHBOR-
HOOD WALK.



STUDENT ACTIVITY SHEET

WALK AROUND THE BLOCK

HERE IS A PICTURE OF 3 "TOOLS" I SAW PEOPLE USING IN THEIR WORK.

		
1. _____	2. _____	3. _____

THE EXTRA SPECIAL WORK PLACE I VISITED ON MY NEIGHBORHOOD WALK WAS _____

THE WORK PEOPLE DO HERE IS _____

HERE IS A PICTURE OF THIS EXTRA SPECIAL WORK PLACE.



I WOULD LIKE TO WORK HERE BECAUSE _____

I LIKE TO MEET PEOPLE IN THE COMMUNITY BECAUSE _____

GEOG.

SUPPLEMENTARY RESOURCES

TEACHER

Kaplan, Sandra N. Change for Children, Ideas for Activities for Individualizing Learning. Pacific Palisades, Calif.: Goodyear Publishing Co., Inc., 1973, pp. 48-51 (BICEP 3037).

Kaplan, Sandra N. The Big Book of People and Words. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1976 (BICEP 3141).

McClure, Larry et al. Experience-Based Learning: How To Make the Community Your Classroom. Portland, Oregon: Northwest Regional Educational Laboratory, 1977 (BICEP).

Murrow, Casey, Editor. Using Our Communities. Wilmington, Vermont, 1977 (BICEP 5018).

TEACHER AND STUDENTS

Farnette, Cherrie et al., People Need Each Other. Nashville, Tenn., Incentive Publications, Inc., 1979, "Noticing Neighborhoods", p. 58 (BICEP 3150).

FOLLOW-UP ACTIVITIES

Design individual buildings/places based on a community's needs. Examples might include a senior citizen center, a park or recreation area, a transportation center, a new library, a historic museum. Invite an architect to visit the classroom. Have this person talk about the necessity of having new buildings and places complement the local needs and geographic setting.

TEACHER'S NOTES

GEOG.

**MATERIALS/RESOURCES**

Zoning Map of Community from Planning Board
Colored Push Pins or Small Flags

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two to Three
Class Periods

INSTRUCTIONAL OBJECTIVE

Using a zoning map of the community, students will locate their homes, parents' places of employment, and public institutions (police, fire station, school, church).

PROCEDURES

1. Discuss zoning laws and codes for the community.
2. Using colored push pins, have students locate their homes, parents' places of employment and public institutions on a zoning map of the community. If their parents work outside the community, push pins should be placed off to the edges of the map.
3. Discuss the relationship between the zoning laws and the places the students have located on the map.
 - Is your house located in a residential area?
 - How is the area zoned where your parents work?
 - How is the area zoned where the public institutions are located?

SUPPLEMENTARY RESOURCES

TEACHER

Project C.A.R.E. "Community Planning". Brockton, Mass.: Elementary Career Education Program, 1977, pp. 34-37 (BICEP 3065).

Teaching Techniques for Community Environmental Studies: How to Use the Telephone Directory, Finding the Past, Planning the Future, Taking a Survey, Conducting an Interview, Using the Telephone. Minn. Environmental Science Foundation, 1974 (BICEP CE387).

Using our Communities, An Outline For Action In Vermont Schools. Vt. Dept. of Education, 1977 (BICEP 5018).

STUDENTS

Yerian, Cameron and Margaret, Editors. Fun Time Activities, Community Projects. Chicago, Ill.: Children's Press, 1974 (Hyannis East).

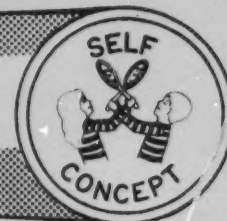
FOLLOW-UP ACTIVITIES

A visit to or from a member of the Planning Board, the Conservation Commission, a member of the Historical Society, the Bicentennial Committee, a selectperson, tax collector or anyone else in the governmental body of the community would enhance this activity. They could come to the class and discuss the local zoning laws as well as how the laws have developed within the community.

TEACHER'S NOTES

GEOG.

HAPPY TRAILS



MATERIALS/RESOURCES

School Playground or Other Outdoor Area

Previous Mapping of a Trail to Follow Using
Directions and Distance

Compasses

Pencils

Clipboards

"Happy Trails" Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Small Groups

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

After a study of map skills, small groups of students will demonstrate their ability to read a compass and follow directions by completing a pre-mapped trail.

PROCEDURES

1. Divide the students into groups of no more than four to a group. Each group should receive:

Clipboard

Compass

Map to be Completed

Pencil

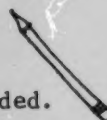


2. Have each group decide which members will:

Read the compass

Read the map

Jot down any information needed.



3. To motivate the trail "hunt" offer various clues to a predetermined riddle or provide riddles at every point on the map. This provides more purpose to the activity. "Happy Trails" worksheet is included as a sample.
4. Mark off one hundred feet on a flat surface. Have the students pace the distance to determine the amount of steps needed to achieve the desired distance. The teacher may put a conversion table on the same "Happy Trails" worksheet.

PROCEDURES Continued

5. Take the groups to the starting point of the trail. Start one group off (more adept) and pace others, allowing groups to get one or two points away from each other.
6. Stress working quietly so not to give away answers to other groups.
7. Give a follow-up reward to the group that successfully completes the trail. This can include the privilege of mapping out the next trail.



GEOG.

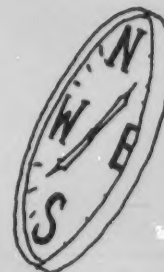
STUDENT ACTIVITY SHEET

HAPPY TRAILS

1. Go South 160° , 250 feet -- the frogs will love this place.
2. Go East 270° , 100 feet - this is no "jive" you should find a bee hive.

Answer:

$\frac{1}{\quad}$ $\frac{2}{\quad}$ $\frac{3}{\quad}$ $\frac{4}{\quad}$ $\frac{5}{\quad}$ $\frac{6}{\quad}$ $\frac{7}{\quad}$ $\frac{8}{\quad}$
 $\frac{9}{\quad}$ $\frac{10}{\quad}$ $\frac{11}{\quad}$ $\frac{12}{\quad}$



RIDDLE: This planet is closest to the sun.
It's first letter will help you solve number one.

CONVERSION TABLE

	100 feet	150 feet	200 feet	250 feet
Susie	20	30	40	50
Steve	25	37	50	62



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GEOG.

SUPPLEMENTARY RESOURCES

TEACHER

A Resource Guide to Outdoor Education in New England. Boston, Mass.: Appalachian Mountain Club, 1975 (BICEP 6540).

Essence # 1 Environmental Studies Kit. Reading, Mass.: Addison-Wesley Publishing Co., 1970 (BICEP 3323).

Forte, Imogene and Pangle, Mary. Mini-Center Stuff "Hit The Trail". Nashville, Tenn.: Incentive Publications, 1976 (BICEP 3039).

Following and Giving Directions, An Instructional Unit. Arizona Dept. of Education, Grade Five, 1976 (BICEP 1018).

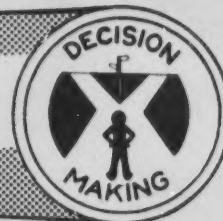
FOLLOW-UP ACTIVITIES

This activity might be used to complement a study on exploration. Students could role play the situations that the early explorers of America were faced with in a new land. Students could also enhance their math skills by designing their own maps of their neighborhood, community, or state.

TEACHER'S NOTES

GEOG.

TRAVEL TIME



MATERIALS/RESOURCES

Atlases
Road Maps
Chamber of Commerce Brochures
Travel Brochures

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Three to Four Class Periods

INSTRUCTIONAL OBJECTIVE

Students will identify two family travel vacation plans and the occupations associated with each plan.

PROCEDURES

FIRST CLASS PERIOD

1. Initiate discussion by asking students to share types of family vacation activities they have done with their parents.
2. Encourage students to not only share places visited, but also preliminary plans made by the family. Aside from a variety of places visited, students might discuss the time of year when vacation occurred, the types of clothes to take on vacation, the highlights as well as disappointments of the occasion.
3. List on the chalkboard ideas shared. A breakdown for easy reference as activity continues might be as follows:

VACATION SITE	NUMBER OF FAMILY MEMBERS	SEASON OF THE YEAR	PRELIMINARY PLANS
Cape Cod	2 adults 2 children	summer (one week)	- Mode of travel (air, auto or bus) - Availability of gasoline - Road maps (if by auto) - Accommodations (guest houses, motels, hotel, or home of friends) - Sufficient funds - Climatic considerations based on activities enjoyed by family members (what types of clothes to bring)

GEOG.

PROCEDURES Continued

VACATION SITE	NUMBER OF FAMILY MEMBERS	SEASON OF THE YEAR	PRELIMINARY PLANS
Europe	2 adults 3 children	summer (three weeks)	- Deciding which airline carrier to take and obtaining schedules - Comparing prices of charter flights versus regularly scheduled flights - Obtaining passports for family members and or being sure that existing documents are up to date - Immunization and birth certificates (if needed) - Deciding on the safest way to carry funds such as travelers' checks - Luggage weight and identification - Climatic considerations and what types of clothes to bring - Accommodations (room and board or prearranged tour)

SECOND CLASS PERIOD

4. Assign students the responsibility of designing two family vacation plans. Have students realize that they do not have to actually take place, but that the planning procedures must be accurate and based on facts. Encourage students to ask for assistance of their parents in this work task.
5. Have students attempt to design a plan for both winter and summer vacations. Plan two different time durations.

THIRD CLASS PERIOD

6. Have students share their plans with the entire class. Encourage students to discuss reasons for visiting different places and types of things they will do for relaxation with their family.
7. Begin at this point to match the plans with occupations which provide for the plans to be carried out. Discuss the sample preliminary plans in relation to jobs.
8. List all the types of occupations students can identify as being directly related to preliminary plans. A sample listing is included below. Accept additional responses as deemed appropriate.

CAPE COD

pilot
 service station attendant
 bus driver
 Chamber of Commerce worker
 travel agent
 motel owner
 maintenance worker
 desk clerk
 bank teller
 baggage attendant

EUROPE

travel agent
 pilot
 flight attendant
 ticket agent
 records keeper
 photographer
 physician
 baggage attendant
 printer
 luggage salesperson

GEOG.

PROCEDURES Continued

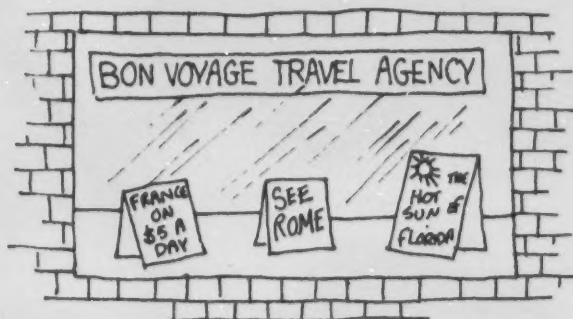
CAPE COD

clothing salesperson
sporting goods store owner

EUROPE

tour guide
chef
housekeeper
social director
post card manufacturer

9. Culminate activity by discussing related occupations.
10. Add to the list based on the location and duration of vacation plans.



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GEOG.

SUPPLEMENTARY RESOURCES

TEACHER

Berman, Michelle and Shevitz, Linda. I Can Make It On My Own, Functional Reading Ideas and Activities for Daily Survival. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Take A Trip" and "Vacationing", pp. 137-200 (BICEP 3136).

Lawson, Jane and Finn, Peter. Career Education Activities for Subject Area Teachers, Grades 1-6. Cambridge, Mass.: Abt Publications, Inc., 1975, "Travel, Time and Money", Act. #26, pp. 181-204 (BICEP 3076).

STUDENTS

Maloney, Mary Landis. Career Capers. Manhattan Beach, Calif.: Teachers, 1977, "Travel Agent", p. 39 (BICEP 3158).

TEACHER AND STUDENTS

Careers: A Supplemental Reading Program, "Travel Agent". New York, N.Y.: Harcourt Brace Jovanovich, Inc., 1975 (BICEP 4069).

Forte, Imogene and Pangle, Mary Ann. More Center Stuff for Nooks, Crannies and Corners. Nashville, Tenn.: Incentive Pub., Inc., 1976, "Travelogue", pp. 225-230 (BICEP 3041).

FOLLOW-UP ACTIVITIES

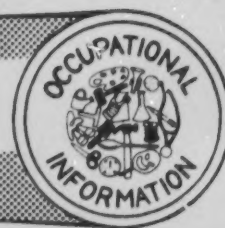
Students can compute an actual vacation plan with all costs involved from the beginning of the vacation period until the trip or excursion is over.

Students may wish to design a travel brochure to their intended vacation spot.

TEACHER'S NOTES

GEOG.

SEASONAL JOBS



MATERIALS/RESOURCES

Paper

Pencil

Copies of Daily Newspapers (From different localities if possible)

Chart Paper

Occupational Resources

"Seasonal Jobs" Worksheet (Optional)

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having discussed seasonal employment as a necessary component of our economy, the students will make a list of seasonal jobs in different regions of the country.

PROCEDURES

1. Discuss seasonal employment as a necessary component in the various regions of the country. A sample list of seasonal employment regions is provided below.

New England Seacoast - Lifeguard, motel management, cranberry growers, fisherperson, restaurant employees

Florida - Citrus growers, amusement park employees, charter fishing and cruise boats

Midwest Farming - Crop and produce growers, sheep shearer

Rocky Mt. Area - Ski instructors, lodge and innkeepers, tour guides, National Park rangers, reforestation worker

Great Lakes Area - Ice fisherperson, swimming coach, cross-country ski guide

The Southwest - Artisans, National Park ranger, desalination expert

2. The following questions may be used as a guide in discussion.

- Are there any jobs in your community that are seasonal?
- Can both men and women do these jobs?



GEOG.

PROCEDURES Continued

- Can these same seasonal jobs be found in other parts of the country?
 - What is meant by seasonal jobs?
 - What conditions, other than weather, could affect these seasonal jobs? (For example: oil spills, gas shortages, workers on strike, news media)
3. Divide class into small groups (three to five). Have each group choose one person to be a recorder.
 4. Have each group brainstorm various seasonal types of employment in the country. If available, the teacher may provide copies of daily newspapers from different areas of the country to allow the students to obtain their list of seasonal jobs.
 5. Have each group list on the board or on chart paper the different types of seasonal jobs they find.
 6. Post each list and allow students to discuss and compare results.

GEOG.

STUDENT ACTIVITY SHEET

SEASONAL JOBS

Recreation provides many opportunities for seasonal employment. Depending upon the region of the country, many young people get their first job experiences doing part time work because of the needs of their region.

Below are some seasonal job opportunities. Do you have the skills needed for these positions? Research the following jobs. List the skills needed to be successful in these positions. Then indicate whether you would enjoy doing this type of work. Why or why not?

Seasonal Job	Skills Needed	Would you like this job?		
		Yes	No	Reason
Landscaper				
Parking Lot Attendant				
Lifeguard				
Apple Picker				

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GEOG.

STUDENT ACTIVITY SHEET

SEASONAL JOBS

Seasonal Job	Skills Needed	Would you like this job?		
		Yes	No	Reason
Tour Guide				
Santa Claus				
Gift Shop Owner				
Aquatic Performer				

GEOG.

SUPPLEMENTARY RESOURCES

TEACHER AND STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do. Nashville, Tenn., Incentive Publications, Inc., "Travel Talk", p. 62 and "Scrambled Summers", p. 61 (BICEP 3046).

Hopke, William and Parramore, Barbara. Children's Dictionary of Occupations. Philadelphia, Pa, Career Futures, Inc., 1974 (BICEP 3279).

FOLLOW-UP ACTIVITIES

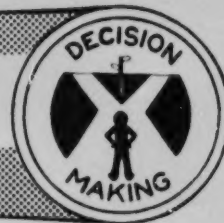
Teachers may invite local members of the community to share their seasonal employment experiences with the class. Students may interview various members of the community to gain further insights into seasonal employment. A follow-up discussion on the effects of adverse weather conditions within these areas may be valuable.

TEACHER'S NOTES

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GEOG.

CLIMATIC SITUATION



MATERIALS/RESOURCES

Research Materials - Encyclopedia, Atlas, World Almanac, Textbooks

Shoe Boxes

Construction Paper

Glue/Paste

Scissors

Pipe Cleaners

Magazines

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

After a unit on the various climates of the United States, the students will decide upon an area in which they would like to live. They will then research careers indigenous to the area and decide upon how they will live.

PROCEDURES

1. Have students discuss different climates they know that exist in the United States.
2. Have each student decide upon a climate where he/she would like to spend his/her life.
3. Have students research this part of the country to find as many careers as possible that are available in their areas.
4. Have students pick from the list of possible careers one in which they would like to become involved.
5. With this career in mind, have the student decide how he/she will live, what he/she can afford to live in, what he/she can buy, keeping in mind what is most practical to his/her career.
6. Have each student make a shoe box diorama denoting his/her life style.

SUPPLEMENTARY RESOURCES

TEACHER

Essence #1 Environmental Studies Kit. Reading, MA., Addison-Wesley Publishing Co., 1970 (BICEP 3323).

King, Allen Y. et al. The United States and the Other Americas. New York, N.Y., MacMillan Publishing Co., Inc. 1978 "Climate", (see index page 528) (BICEP 9090).

People Seek New Places. Syracuse, N.Y., Upper Primary Life Centered Curriculum Program (BICEP 3240).

FOLLOW-UP ACTIVITIES

Students may wish to identify other reasons besides climate that cause people to move from place to place. Topics for this discussion might include:

- urban renewal
- changes in neighborhood structure
- economic opportunities
- changes in family size
- close proximity to community services and agencies

TEACHER'S NOTES

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GEOG.

SHOPPING WINTER SPORTS



MATERIALS/RESOURCES

Four Telephone Books

Worksheet "Shopping Winter Sports"

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Four Class Periods

INSTRUCTIONAL OBJECTIVE

Given a telephone book, class discussions, and partnership research, student groups will identify winter sports that are economically appropriate and available to them in their immediate locality.

PROCEDURES

FIRST CLASS PERIOD

1. Discuss with the class the variety of activities that are available to them after school. List the ones they think of. Examples might include:

Watching television, riding a bicycle, reading, music lessons, playing with friends, working on a hobby, doing crafts, practicing an instrument, doing odd jobs, working as on a paper route, mowing lawns, doing house chores, babysitting.

2. Break the class into four groups. Have each group make a list of athletic activities they could do in the winter. Give each group a telephone book and ask them to expand the list.
3. Have group choose a recorder/secretary to list all ideas given.
4. Give directions for use of the telephone book. Elicit from group the best place to look for sporting or athletic activities (The Yellow Pages).

GEOG.

PROCEDURES Continued

SECOND CLASS PERIOD

1. Have student recorder/secretary share lists with entire class.
2. Discuss with entire class what is meant by sports being economically appropriate. Avoid discussion of specific costs and focus rather on other aspects of being economically suitable. This will eliminate any embarrassment to students whose family economics could not afford choices determined appropriate by others.

Is the activity economical enough for more than one family member to participate?

Unstructured ice skating versus private lessons

Is transportation required for the activity?

Is special equipment required? If so, does cost exceed \$25.00?

Can the activity take place after school?

Is special instruction needed?

Is there danger of injury involved?

Is it a group activity?

Is it an activity one can do alone?

Are there other benefits besides sports from the activity?

Team spirit, meeting new people, using spare time more productively

Will the activity be available all during the winter season?

Does the activity require adult supervision?

THIRD CLASS PERIOD

1. Return to small groups and decide on two major sporting activities for students to research in pairs. Make sure there is group agreement on choices.
2. Once group decisions are reached, report to entire class so duplication won't occur. Teacher will choose whatever means is most appropriate so there will be variety in research.
3. Prepare worksheet "Shopping Winter Sports" and instruct students to contact agencies, sporting goods stores, physical education instructors, athletic associations, either by telephone or in person, to determine availability and economic considerations.
4. Review behaviors appropriate to seeking information from community resources.
5. Allow two days, preferably over a week end, for partnership research.

STUDENT ACTIVITY SHEET

SHOPPING WINTER SPORTS

Team Members: _____

Date: _____

Person Interviewed: _____

Address: _____

Agency Contacted: _____

Address: _____

Sport/Athletic Activity: _____

Can this activity take place after school? _____

Is it a group activity? _____

Is it an activity one can do alone? _____

Is physical strength required for this activity? _____

Is there danger of injury in this activity? _____

Is special instruction needed? _____

Does the activity require adult supervision? _____

Is transportation required to get to activity? _____

Is special equipment required? _____ If so, does it cost more than \$25?

Will activity be available all during the winter season? _____

What are some advantages of becoming involved in this activity?

What are some disadvantages of becoming involved in this activity?

Additional information learned: _____

GEOG.

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SUPPLEMENTARY RESOURCES

TEACHER

Wilt, Joy and Watson, Bill. Relationship Builders, 156 Activities and Games for Building Relationships. Waco, Texas: Educational Products Div., 1978 (BICEP 3269).

Zinkgraf, June and Bauman, Tony. Winter Wonders, Hundreds of Ideas and Activities for the Winter Season. Carthage, Illinois: Goodapple, Inc., 1978 (BICEP 3060).

STUDENTS

May, Julian. The N.B.A. Playoffs. Mankato, Minn.: Creative Education, 1975 (BICEP 9084).

May, Julian. The Stanley Cup Playoffs. Mankato, Minn.: Creative Education, 1975 (BICEP 9086).

Career World I. Highwood, Ill.: Curriculum Innovations, Inc., Vol. 2, No. 9, May 1979 (BICEP).

FOLLOW-UP ACTIVITIES

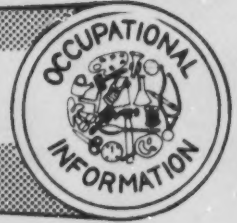
A discussion concerning the concept that sports can be leisure time pursuits as well as career choices would be valuable. Also, that there are many "behind the scenes" occupations related to the sporting field besides the actual performer/participant, e.g., manufacturer of sporting goods, stadium attendants, announcers, food concessions, etc.

TEACHER'S NOTES

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GEOG.

WHAT DO CITY PEOPLE DO?



MATERIALS/RESOURCES

Magazines
Books and Media Related To City Living
Paste
Scissors
"What Do City People Do?" Worksheet

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will identify jobs people have in a city and draw or cut out pictures to illustrate these jobs.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by discussing the major differences between country and city living. Ideas that may be suggested by the students could be as follows:

- | | |
|--|--|
| - Fewer people live in the city. | - Many people live in the city. |
| - People mostly use cars to take them where they want to go. | - People walk, ride the bus, take taxis, ride in automobiles, travel by helicopter etc. in the city. |
| - The environment is cleaner in the city. | - Many cities have pollution problems. |
| - There are few places to go for entertainment. | - Cities have a variety of places for entertainment and leisure time activities. |

SECOND CLASS PERIOD

2. Distribute magazines to students. Instruct them to look for pictures that show city scenes.
3. Guide students to look for city jobs in three separate categories:
 - People working outdoors (street cleaner, traffic officer)
 - People helping others (doctor, teacher, paramedic)
 - People working with their hands (carpenter, artist)

GEOG.

PROCEDURES Continued

Note To Teacher: Other categories can be used depending upon the sophistication of the group such as..

working at night, working alone, working with ideas, working with machines.

4. Cut out pictures to illustrate the categories in procedure # 3 and or draw these workers in the boxes on the student activity sheets. Allow this to be a group activity so support is present and provide assistance as needed.
5. Upon completion, have individual students tell all they can about a particular picture or illustration he/she has contributed to the activity sheet.



STUDENT ACTIVITY SHEET

WHAT DO CITY PEOPLE DO?



PEOPLE WHO WORK

OUTDOORS

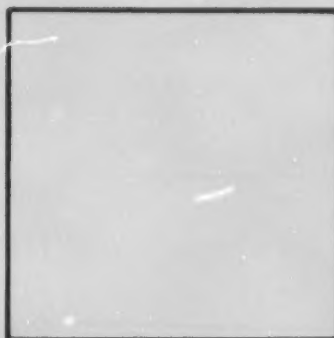
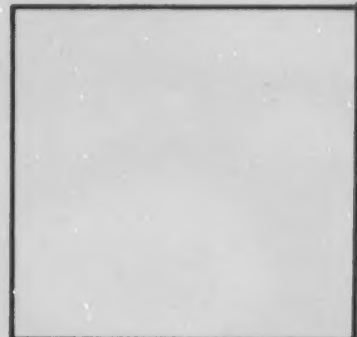
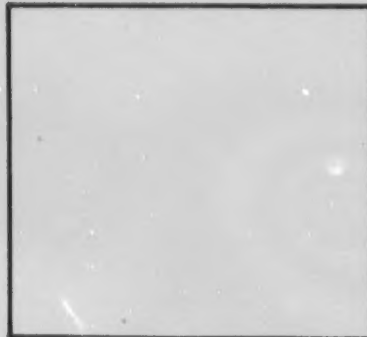
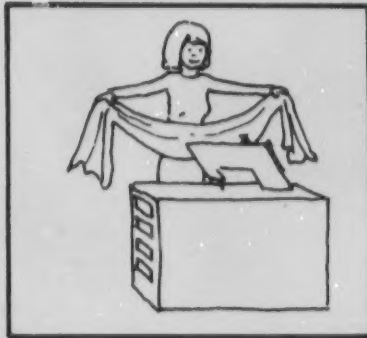
GEOG.

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STUDENT ACTIVITY SHEET

WHAT DO CITY PEOPLE DO?



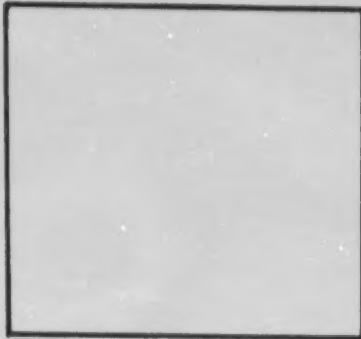
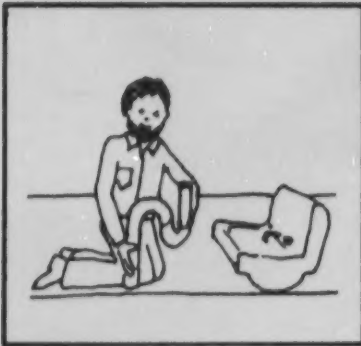
PEOPLE WHO WORK
WITH THEIR HANDS

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GEOG.

STUDENT ACTIVITY SHEET

WHAT DO CITY PEOPLE DO?



PEOPLE WHO HELP
OTHER PEOPLE

GEOG.

SUPPLEMENTARY RESOURCES

TEACHER AND STUDENT

A City Is Many Things fs Series, Lakeland, Florida, Learning Resources Company (BICEP 4020).

Rowland, Pleasant T. The Nitty Gritty Rather Pretty City. Reading, MA., Addison-Wesley Publishing Co., Reading Program, Grades 2-3, 1979 (BICEP and Hyannis Elem. School).

What Do People Do? f/c Series, Mahwah, NJ, Educational Reading Services, 1974 (BICEP 4023).

FOLLOW-UP ACTIVITIES

Students may wish to compare city living in different parts of the country and the world.

TEACHER'S NOTES

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GEOG.

EXPLORING YOUR COMMUNITY



MATERIALS/RESOURCES

"Exploring Your Community" Worker Illustrations
"Exploring Your Community" Sample Job Descriptions
Mural Paper Art Supplies
Scissors Camera (optional)
Books and Related Media Materials for Community Workers
Experience Chart Paper

DETAILS

LEVEL: Primary
TYPE: Entire Class
 Individual
TIME: Eight Class Periods
 On Going

INSTRUCTIONAL OBJECTIVE

Students will understand that they are a part of a community, compare community characteristics, identify community jobs and make a community mural representing the jobs they have identified.

PROCEDURES

PRIOR TO BEGINNING ACTIVITY

Teacher can collect career uniforms, hats or shoes related to community jobs and bring them to class as a beginning motivation for studying community workers. These can be obtained from a local career education resource center or from different community workers. Students can be encouraged to add to the collection also.

FIRST CLASS PERIOD

1. Introduce community exploration by introducing the garb and tools of community workers. Ask students for identification of the work props. As responses are given, list community workers on the chalkboard or on experience chart paper.
2. Allow students in this introductory lesson to try on the work props and generally begin to feel comfortable with the items.
3. Encourage students to bring in work props of their own.

SECOND CLASS PERIOD

4. Begin by a discussion of the meaning of the word "community." Explain and discuss the following:
 - Communities are groups of people working together.
 - A family can be considered a community.
 - A classroom can be considered a community.
 - A neighborhood makes up part of a community.
 - A village is a part of a larger community.
 - Everyone is part of the world community.

GEOG.

PROCEDURES Continued

5. Make sure that examples of the above statements are discussed with the students.
6. Continue to establish concepts appropriate to community living by discussing the following:
 - People living near each other and helping each other form a community.
 - People earn their living by adjusting to their environment and using the natural resources available to them in that environment.
 - There are many different kinds of communities because there are many different kinds of people and places in our world.
7. Point out on a world map a variety of places where different communities could exist. For example:
 - Alaska and the Eskimo community
 - St. Petersburg, Florida, and the retired community
 - Washington, D. C., and the government community
 - Augusta, Maine, and the farming/fishing community
 - Cape Cod, Massachusetts, and the tourist community
 - Albuquerque, New Mexico, and the Indian community
 - New York City as a metropolitan city.

THIRD CLASS PERIOD

8. Introduce a related family of jobs by helping students understand the concept that in order for a community to live and work together it needs some form of government. Help students to understand that the government structure of a community must meet the needs of its people.

Note to teacher: Refer to any other community workers which have been discussed prior to this instructional activity and review at this time; e.g., law enforcement officers and community citizens that are responsible for maintaining the governmental structure of the area.

9. List the following questions on the chalkboard and/or on experience chart paper and begin to elicit responses from the students. If there is a lack of knowledge about the government structure of the community, this will be an appropriate lead-in for discussing the jobs which are visually depicted in the student activity sheets accompanying these procedures. Questions:
 - Who are the people who govern your community?
 - How were they chosen to govern your community?
 - What are the names of the jobs they hold?
 - What responsibility do they have to the community?
10. Guide students to be able to identify such community workers as a mayor, a city manager, a city planner and volunteer citizen committees.
11. Utilizing the visual student activity sheet and the summaries of these different jobs, students will be able to identify responsibilities these community workers have.
12. Supplement the discussion with multi-media resources appropriate to these job roles. Depending upon the time given to this instructional activity, it is suggested that the teacher may wish to invite some of these community workers to the classroom to talk about their job roles and/or take field trips to these workers in their community setting.

PROCEDURES Continued

FOURTH CLASS PERIOD

13. Suggest to students that they might design their own community. Have them list all of the workers that would be absolutely necessary to make the community a good place in which to live. Accept any job/work role that the student can orally justify. Examples of the necessary occupations should minimally include the following:

Law Enforcement Officers

Detective
Traffic Officer
Sheriff

Firefighters

Para-medics
Fire Chief
Fire Prevention Officer

Educators

Teachers
Administrators
Librarians

Food Distribution Workers

Meat Cutter
Grocery Store Owner
Cashier

Maintenance Workers

Road Builders
Sanitation Engineers
Snowplow Operator

Public Utility Workers

Telephone Lineperson
Water Sanitation Engineer
Electricians

Health Workers

Physical Therapists
Physicians
Laboratory Technicians

Construction Workers

Building Inspector
Plumber
Mason

Recreational Workers

Park Attendants
Hobby Shop Owner
Lifeguard

FIFTH AND SIXTH PERIODS

14. Choose from any of the audio visual materials appropriate to community services and share the information contained therein with the students. Attempt to broaden the students' knowledge by showing examples of lesser known community occupations. Place in a learning center setting printed and non-printed materials appropriate to community occupations and encourage students to explore and examine them.

SEVENTH CLASS PERIOD

15. Discuss with students that they are going to have the opportunity to make a mural of a community. This mural will depict a variety of community workers, each doing his/her work. The community workers can be shown as animals similar to the illustrations included in this activity or they can be pictured as people. Students in the early primary grades may wish to follow the animal theme and designate work roles based on the habits and characteristics of the animals. Students in the upper primary grades may wish to illustrate real people in job settings.
16. Have students choose the occupation they want to illustrate. Discuss how occupations can be shown in a mural scene so jobs are related. An example might be a city council worker walking into City Hall while an ambulance driver is pulling his/her vehicle into a hospital parking lot.
17. Distribute plain construction paper and ask students to draw a "dummy" scene. After these are completed, the class as a whole can decide where each should be placed in the completed mural. Use sample illustrations included with this activity for motivation if needed.

GEOG.

PROCEDURES Continued

EIGHTH CLASS PERIOD

Prior to this class, measure mural paper to appropriate length, decide on placement of mural (in classroom or corridor wall etc.) and put in place before meeting with students.

18. Decide on art media (paint, crayon, magic markers, etc.). Make all materials available and then guide students to use their first illustration on the final mural scene. Utilize parent assistants and teacher aides in final drawing process.
19. Culminate activity by having students share their drawings and mural with one another and with another classroom(s).

STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY INFORMATION SHEET

POLICE DEPARTMENT

Police Officers...

- wear special uniforms
- work in the community to protect people's rights and enforce laws
- work on highways to protect pedestrians and travelers
- help people in time of trouble

FIRE DEPARTMENT

Fire Fighters...

- wear special clothing in their work
- work in the community to keep homes and buildings safe from fires
- teach people about fire prevention
- fight fires
- give first aid
- use special equipment

PARK AND RECREATION DEPT.

Park/Recreation Workers...

- beautify cities by planting flowers, shrubs and trees
- plan park sites for people's leisure time activities
- keep playgrounds clean and safe for children and adults

CITY COUNCIL

Council Workers...(elected)

- discuss city needs and problems
- work with all city agencies
- make and enforce laws for the city's good
- campaign to help other citizens understand their ideas and programs

TRAFFIC ENGINEERS

Traffic Engineers...

- place traffic lights in proper locations and repair lights
- study street plans for traffic safety
- place traffic signs in proper locations to aid pedestrians and travelers
- study accident reports and make suggestions to eliminate dangerous places

PLANNING DEPARTMENT

City Planners...

- zone sections of communities and cities for business and home sites
- study census figures for city growth
- offer ideas to make communities and cities more attractive and useful to citizens
- meet with various community agencies and leaders
- develop and improve communities and cities

PUBLIC UTILITY WORKERS

Public Utility Workers...

- place gas lines in place for fuel
- provide electrical light service to cities
- make sure water is clean for city use
- help people with their heating needs for homes and businesses

PUBLIC WORKS DEPARTMENT

Public Workers...

- keep streets and roads in good condition
- repair roads and highways
- remove rubbish from city streets, homes and businesses
- clean roads of snow, ice and other hazards

GEOG.

STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY INFORMATION SHEET

CITY MANAGER

City Managers...

- provide for public safety
- plan budgets
- supervise agencies that collect taxes
- work on urban renewal projects
- plan for community growth
- inform citizens about community and city government

MAYOR

Mayors...

- govern a city
- appoint city officials
- represent the community/city in state
- make suggestions for governing the community/city

Note To Teacher: The information contained in these sheets could be used appropriately by intermediate teachers and could be enlarged depending upon the sophistication of the group. Other sample information lists could be researched and written by students depending upon the emphasis of the unit of study.

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GEOG.

STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY

MAYOR



GEOG.

3024

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY

CITY MANAGER



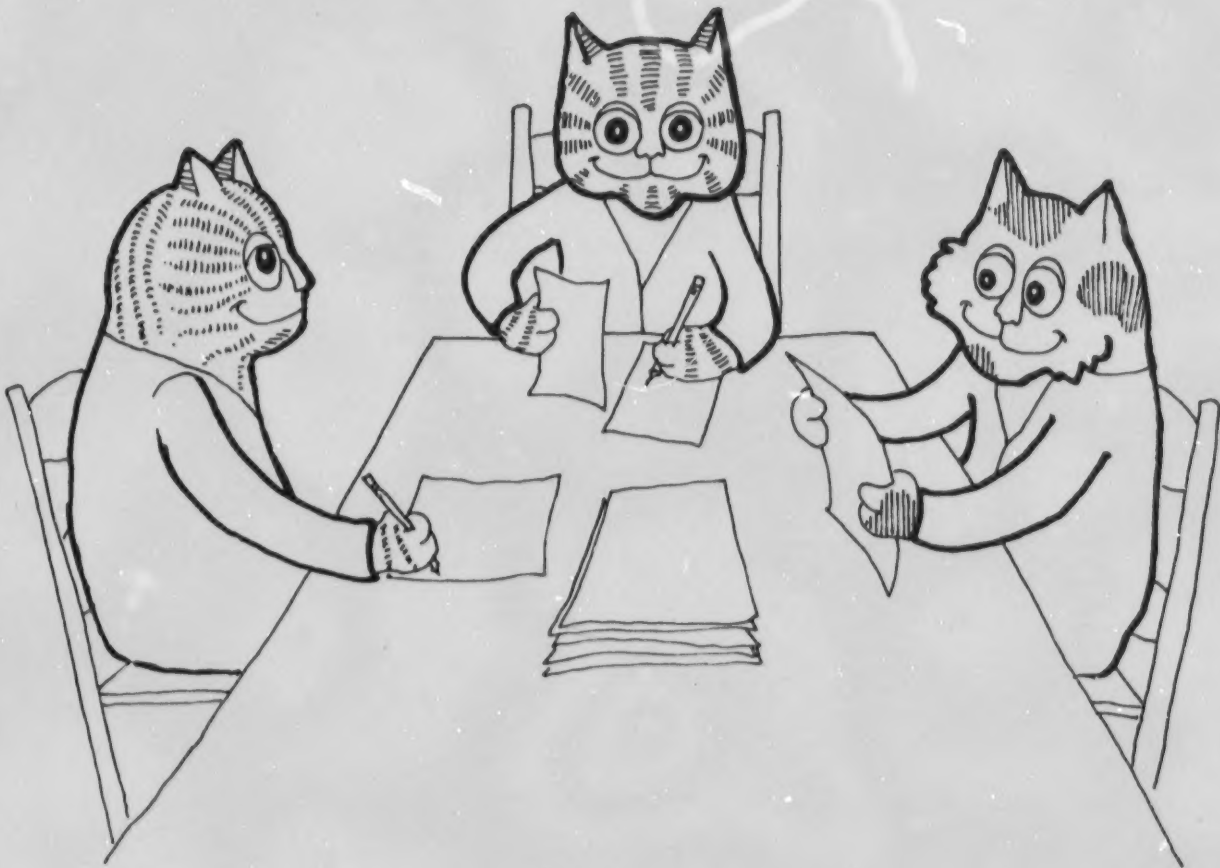
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GEOG.

STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY

CITY COUNCIL



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GEOG.

STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY

PUBLIC WORKS DEPT.



327

GEOG.

STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY

PLANNING DEPARTMENT



GEOG.

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STUDENT ACTIVITY SHEET
EXPLORING YOUR COMMUNITY

PUBLIC UTILITIES



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GEOG.

STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY

PARKS AND RECREATION DEPT.



GEOG.

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STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY

TRAFFIC ENGINEER



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GEOG.

STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY

FIRE DEPARTMENT



GEOG.

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STUDENT ACTIVITY SHEET

EXPLORING YOUR COMMUNITY

POLICE DEPARTMENT



323

GEOG.

SUPPLEMENTARY RESOURCES

TEACHER AND STUDENTS

A City Is Many Things, fs Series, Lakeland Florida, Learning Resources Company (BICEP 4020).

I Wonder What I'll Be...Primary Play, Delaware Water Gap, Penn., Shawnee Press, 1978 (BICEP).

Rowland, Pleasant T., The Nitty Gritty Rather Pretty City. Reading, MA, Addison-Wesley Publishing Co., Reading Program, Grades 2-3, 1979 (BICEP and Hyannis Elem. School).

FOLLOW-UP ACTIVITIES

Students could act out creative dramatic scenes of their workers in the community.

Students could explore their community by visiting the work site they individually drew and taking snap shots of the worker and work site.

TEACHER'S NOTES

GEOG.

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LEARNING ABOUT MY CITY



MATERIALS/RESOURCES

World Almanac

Books on Particular City Being Studied (Obtained from School Library or Town)

Magazines

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Four Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

Students will focus on the largest metropolitan city in their immediate locale and determine how it began, its present growth and its major advantages.

PROCEDURES

1. Begin activity by determining largest metropolitan city.
2. Suggest an in-depth study of this city.
3. Divide class into small groups to accommodate the following topics:
 - When did your city begin?
Year and circumstances
 - Where did your city develop?
Near water, resources, in unexplored territory, etc. and circumstances
 - Who was responsible for its early growth?
Famous explorers, people, pioneers, inventors, etc.
 - What does your city have to offer to prospective city dweller?
Work opportunities, higher standard of living, etc.
 - Is your city still growing? (Check census figures for last ten years)
Why or why not?
4. Suggest students write to city's Chamber of Commerce to obtain up-to-date information.
5. Suggest students research magazines and periodicals for information in the above categories.

GEOG.

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SUPPLEMENTARY RESOURCES

TEACHER

Activity Idea Bank. Tuscon, Arizona, Pima County Developmental Career Guidance Project, 1977, "Cities", (BICEP 3043).

Career Education Resource Units, Grade Five. Newark, Delaware Career Education Instructional System, "From The Cave To A City" (BICEP 1040).

TEACHER AND STUDENTS

Macauley, David. City: A Story of Roman Planning and Construction. Boston, MA, Houghton Mifflin Co., 1974 (Centerville).

Macauley, David. Underground. Boston, MA, Houghton Mifflin Co., 1976 (BICEP and Hyannis West).

FOLLOW-UP ACTIVITIES

Students may wish to paint a mural of the city from its beginning to the present. Students may wish to plan a field trip to the city to visit its historical landmarks, its major business and working centers, or its institutions of education and culture.

TEACHER'S NOTES

GEOG.

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A CITY STUDY



MATERIALS/RESOURCES

World Almanac (Latest Edition)
Social Studies Text
Map of the United States
Chart Paper for Graph
"A City Study" Worksheet
Encyclopedias Mural Paper

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
Small Groups
Individual
TIME: Eight Class Periods

INSTRUCTIONAL OBJECTIVE

Students will focus on American cities determining how they grow, why they grow and where they grow and relate growth patterns to occupational needs.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by an open discussion of large cities students have visited. Allow students to share some of their personal experiences. As they share, list the major cities they mention on the chalkboard.

SECOND CLASS PERIOD

2. Instruct students with the goals of the activity:
 - To learn how American cities have grown
 - To learn why American cities have grown
 - To learn where American cities have grown.
3. Identify, as the first step in that process, the ten largest United States cities using a World Almanac with the most recent census figures. A small group can research this information and bring it back to class or the entire group can research this together depending on the preference of the teacher. Once this information is gained, a quick reference to the cities listed on the board during the initial discussion can be made.

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GEOG.

PROCEDURES Continued

THIRD CLASS PERIOD

4. Assign a small group of students (no more than three) to construct a bar graph (at least 18" x 24" in size) of the ten cities from largest to smallest for class reference.
5. Divide students into groups to research the following topics. Have students choose a recorder but also plan for independent research as well. Recorder can summarize information for group report.

What caused the birth of the American city?

- People wanted jobs and opportunities to expand
- The agrarian society was limiting and people wanted to learn new skills
- Farming did not give enough income
- A spirit of adventure
- A restlessness of the spirit.

Where did our major cities become situated?

- Near water sources so electrical forces could be used for manufacturing and water could be used for transportation
- Near harbors so water could be used for trade
- Near modes of transportation for mobility in occupations and trade
- Near sections of the country which were rich in natural resources. Examples are:

Lumber	Water
Coal	Soil
Ore	Fish
- Near recreation centers to give people a diversion from their working roles
- Near centers of government for stability
- Near places which have a mild climate.

What are indispensable parts of a city?

- | | |
|------------------|---------------|
| - Transportation | - People |
| - Buildings | - Occupations |
| - Recreation | - Education |

GEOG.

PROCEDURES Continued

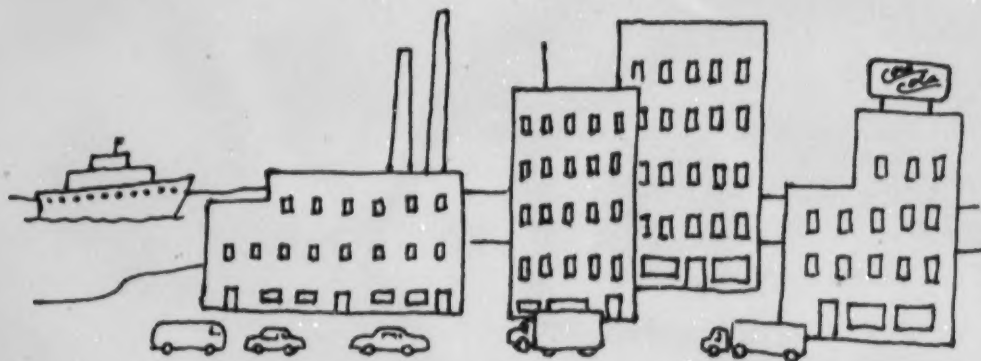
6. Allow sufficient time for students to do research.
7. Meet privately with student recorders so they have an understanding of how they will report back to entire class.

SEVENTH CLASS PERIOD

8. Have a chart prepared on the chalkboard or on large mural paper as a means of summarizing the information researched. A sample of this chart is included here.

CITIES	REASONS A CITY MAY GROW										
(Listed from most dense population to lesser density)	Transportation Center	Trading Center	Natural Harbor	Raw Materials Nearby	Skilled Workers	Electrical Power	Favorable Climate	Industrial Center	Recreation	Center of Government	Other Reasons
New York											
Chicago											

9. Have recorders report out information with group consensus in the appropriate reasons for each of the ten cities identified at the beginning of this activity.



GEOG.

SUPPLEMENTARY RESOURCES

TEACHER

Woodbury, Maida et al. City Mix (A Curriculum Catalyst). Buffalo, N.Y.: D.O.K. Publishers, Inc., 1977 (BICEP 3271).

STUDENTS

Stepien, William. Social Studies, Book 7. Palo Alto, Calif.: Scott, Foresman & Co., 1979 (BICEP 9072).

TEACHER AND STUDENTS

"A City Is Many Things" Filmstrips. Lakeland, Florida: Learning Resources Co. (BICEP 4020).

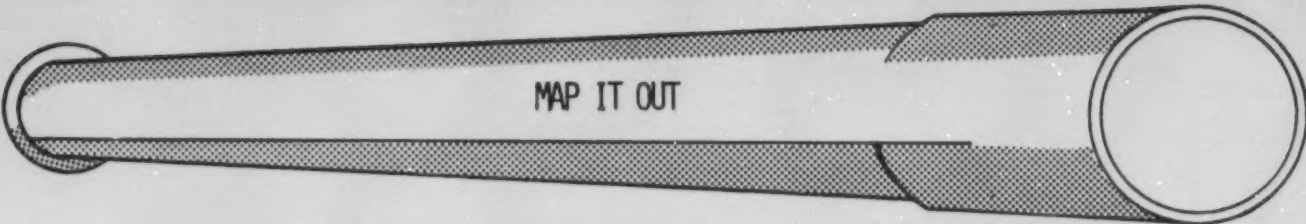
Classroom Journeys Filmstrip/Cassette Series. Mahway, N.J.: Educational Reading Services, 1971 (BICEP 4021).

FOLLOW-UP ACTIVITIES

Students could continue this activity by taking each reason for city growth noted on the chart in the "procedures" of A City Study and list as many related occupations as they can to accompany each of the reason. The career clusters could help in the occupation identification process.

TEACHER'S NOTES

GEOG.



MAP IT OUT

MATERIALS/RESOURCES

"Map It Out" Task Cards

Sample Map

DETAILS

LEVEL: Intermediate

TYPE: Entire Group
Individuals/Partners

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Having discussed occupations/careers in the community that require map reading skills, students will use basic map reading skills to find given locations.

PROCEDURES

1. List occupations/careers in the community that require map reading skills. Examples that might appear on the list are as follows:

- | | |
|----------------------------|----------------------------|
| - ambulance driver | - truck driver |
| - appliance repair person | - telephone service person |
| - taxi cab driver | - contractor |
| - delivery person | - tow truck driver |
| - Welcome Wagon workers | - transportation worker |
| - pilot | - Information Booth worker |
| - florist delivery service | - Census taker |

2. Discuss with students why it is important for these workers to know how to read a map.
3. Distribute sample map and task cards. Allow students to work either individually or with partners.
4. Instruct students to solve the problems and be prepared to discuss and share their solutions with the entire group.

GEOG.

STUDENT ACTIVITY SHEET

MAP IT OUT

MAP OF AN OLD CITY

NORTH

	A	B	C
1		APPLIANCE REPAIR SERVICE 	 TV REPAIR SERVICE
	OLD MAPLE DRIVE		
2		DODD'S CONSTRUCTION 	 CLINIC
	ONE WAY	NORTH MAIN STREET	ONE WAY
3	 HAYNE'S DEPT. STORE	TERRY'S CLEANERS 	GROCERIES
	ONE WAY	MAIN STREET	ONE WAY
4	MASSACHUSETTS DRIVE JOE'S SERVICE STATION 	FIRST AVENUE 	SECOND AVENUE BEAUTY SHOP
		SOUTH OAK ROAD	THIRD AVENUE
5		BANK TOWN HALL 	 TELEPHONE CO.

KEY

HOUSE

ALL OTHER BUILDINGS

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GEOG.

STUDENT ACTIVITY SHEET

MAP IT OUT

TASK CARDS

1. List the names of the streets that run in an east-west direction.

3. Mr. Thomas lives at 157 Old Maple Drive. His car will not start. What is the shortest route for the service person at Joe's Station to take to help Mr. Thomas?

5. List the shops and homes that are south of Terry's Cleaners.

7. Name the business shops that are situated at the following locations:

- B 5 - A 4
- C a - C 4
- A 3 - B 3

2. List the names of all the streets that run in a north-south direction.

4. Plan a route for the Appliance Repair Service person to make his/her deliveries.

- Beauty Shop
- House No. 157
- House No. 20
- Terry's Cleaners

6. Mrs. Hall lives at 6 Mass. Drive. She must drive to her beauty shop. What is the shortest route for her to take if she stops at the bank?

8. Write the shortest directions for the children at 9 Second Avenue to walk to the Old City School.

ANSWER SPACE

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

GEOG.

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STUDENT ACTIVITY SHEET

MAP IT OUT

7. _____

8. _____

In the space below, why not try to design some task cards of your own either using the map of the old city included in this activity or designing a map of your own.

GEOG.

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SUPPLEMENTARY RESOURCES

TEACHER

Contour Mapping. Washington, D.C., National Wildlife Federation, 1972 (BICEP 3161).

Tile Patterns and Graphs. Washington, D.C., National Wildlife Federation, 1972 (BICEP 3162).

From Coast To Coast. Syracuse, N.Y. Upper Primary Life Centered Curriculum Program (BICEP 3244).

STUDENT

Where I Am- Independent Map and Orientation Activities. Niles, Ill., Developmental Learning Materials (BICEP 3159).

FOLLOW-UP ACTIVITIES

Display a large map that includes the school district. Each student could locate on the map where he/she lives.

Students could draw a map of their own neighborhood using a key to represent houses, stores, community buildings etc.

Students could design their own maps and task cards to share with others.

Students could design a map of a perfect city, free from traffic congested areas, a city with ample room for people to live, a city with business as well as residential areas etc.

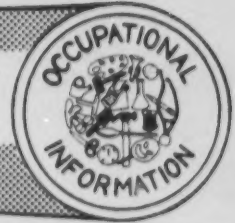
Students could create a shopping mall from a vacant lot.

TEACHER'S NOTES

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GEOG.

MAP MAKING



MATERIALS/RESOURCES

Plywood for Region Maps (Approximately 18" x 24")
Salt
Water
Brushes
Large Drawing Paper
"Map Making" Worksheet

Flour
Paints
Shellac
Chart Paper

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Five Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

After discussing different kinds of work related to geographic areas in the United States, the students will make relief map of the regions in our country and list the major occupations of the regions.

PROCEDURES

FIRST CLASS PERIOD

L. Begin activity by reviewing the geographic regions of the United States:

Southeast

Virginia
West Virginia
North Carolina
South Carolina
Georgia/Florida

New England

Maine
New Hampshire
Vermont
Massachusetts
Connecticut
Rhode Island

Middle Atlantic States

New York
New Jersey
Delaware
Pennsylvania
Maryland

GEOG.

PROCEDURES Continued

North Atlantic States

Ohio
Indiana
Kentucky
Michigan
Illinois
Wisconsin
Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska

South Central States

Tennessee
Alabama
Mississippi
Louisiana
Arkansas
Texas

Rocky Mountain States

Montana
Wyoming
Colorado
New Mexico
Arizona
Utah
Idaho
Nevada

Pacific Coast States

Washington
Oregon
California

SECOND CLASS PERIOD

2. Divide students equally for seven major regions. Explain that they will be working together for the remainder of the activity.
3. Review the different major types of jobs/occupations found in these regions. Have students in region group elect a reporter and brainstorm as well as research major occupations.

Southeast

Tobacco	- Tobacco Farmer
Cotton	- Fabric and Cotton Mills
Citrus	- Citrus Growers
Coal	- Miners
Wood	- Furniture Factories

New England

Fishing	- Canneries
Forests	- Lumbering
Farming	- Potatoes, Cranberries and Maple Sugar
Tourism	- Skiing, Hospitality and Recreation

GEOG.

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PROCEDURES Continued

Middle Atlantic States

- Manufacturing - Steel, Gasoline, Clothing
- Transportation - Ships, Trains and Barges

North Atlantic States

- Grains - Food Processing and Manufacturing
- Natural Resources - Metal Products (coal, oil, iron ore)
- Dairy Farming - Cheese Factories
- Cattle - Slaughter Houses and Refrigeration Companies

South Central States

- Cotton - Textile Industry
- Trees - Forestry and Furniture Factories
- Oil - Petroleum Refineries

Rocky Mountain States

- Sheepherding - Woolen Mills
- Minerals - Mining
- Tourism - Hospitality and Recreation

Pacific Coast States

- Fishing - Salmon Canneries
- Truck Farming - Produce
- Tourism - Hospitality and Recreation
- Apples - Food Products
- Vineyards - Wineries

GEOG.

PROCEDURES Continued

4. Have students start their relief map once they have identified major occupations.

THIRD CLASS PERIOD

5. Have all materials necessary for activity available on a class materials table or in separate learning stations.
6. Instruct students (once they have their area and their plywood board) to employ the "division of labor" concept in this group activity. Some may draw the map to scale, others may divide the land area into regions. Regions should be coded as follows:

Mountains	- Reddish brown
Highlands	- Brownish yellow
Depressions	- Light green
Lowlands	- Darker green
Water	- Blue

Some may have the responsibility to make the salt, flour and water mixture. Others may mix paints to get accurate shading. All members should have a job to do.

7. Give students the instruction sheet provided in this activity and discuss it with them in detail. See "Map Making" worksheet.

FOURTH CLASS PERIOD (ONGOING)

8. Monitor progress once group process is started, giving assistance where needed. Establish classroom climate so students can work, not only in social studies class, but when other independent study is allowed. Confer with all groups, one by one, after they have drawn to scale and penciled in the land formations so you and they are comfortable that as much accuracy as possible has been achieved.
9. Allow time for each group to report out the following after completion of map making:

- Region and its occupations
- Reactions to making a relief map
- Reactions to group process
- Ways to improve a similar experience

This allows students to reflect on the task, their part in the task, and the interpersonal skills they displayed. It also gives them the opportunity to make some decisions about future group projects.

STUDENT ACTIVITY SHEET

MAP MAKING



During the next few days you will be making your very own maps. You and your partners will be able to make a map of an area which you have studied this year.

- 1) The first step is to decide the area you are going to reproduce as a relief map, one of the major regions of the United States.
- 2) Your next job is that of looking up this area in either an Atlas, a social studies book, or a textbook and finding a relief map to use as a guide. It may be entirely possible that you will not find a map of the area alone but one of the United States and from this you will have to work to make the accurate formation of the map on your own materials.
- 3) Next you work with drawing a map to scale. This requires a sense of measuring and working to actually measure out your area and then compare it to the area that you are drawing and enlarge your map in measured proportion to the area that it represents. All members of the team should have a part in drawing the region to scale.
- 4) The next step is that of really looking at the area and finding the natural regions which would lend themselves to proper coloring on a relief map. Look for rivers, boundaries of land areas, mountain ranges, areas which are considered lowland and fertile coast lands. Also look for cities of considerable size so that we can identify them after we have our maps completed.
- 5) A rough drawing the approximate size of the map board on which you are working should now be made and each color area for a relief map should be sketched out so that it will be easier to reproduce this with modeling dough later on in the process. Lightly draw in the area of green which stands for lowland, the yellow areas of higher land and the brownish red areas for high land and mountain ranges. Try also to make your map more accurate by representing shadings of these colors not only as you draw in your rough sketch but also when you finally paint your map. After the rough drawing has been completed this can be transferred to the board on which you are working to get into readiness for making the actual relief map.
- 6) And now for a home cooking assignment. Each member of the team should do some cooking of the modeling dough at home. The following is the recipe:

2 c. salt
2/3 c. water

1 c. corn starch
1/2 c. cold water

GEOG.

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STUDENT ACTIVITY SHEET

MAP MAKING (Page 2)

Mix together 2 c. salt and $\frac{2}{3}$ c. water in a pan. Heat and stir 3 to 4 minutes. Remove from the heat. Add 1 c. corn starch and $\frac{1}{2}$ c. cold water. Stir quickly until consistency of stiff dough. If the mixture does not appear to be stiff enough, reheat. The dough may be stored in either a baggie or saran wrap to bring to school. Do not color the dough with food coloring.

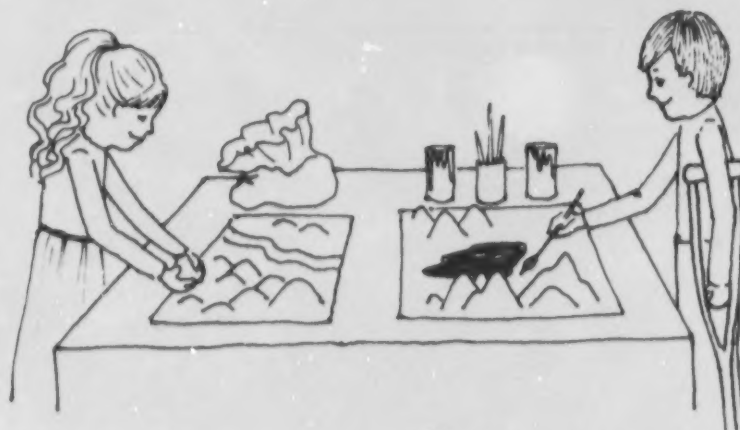
- 7) Once the modeling dough has been made it then makes one ready to form the relief by putting on the dough in layers and having gradual progression of varying heights of land areas. Using the sketch with brief abbreviations for the type of coloring needed to make the land areas accurate and watching closely to your source map from an Atlas or social studies book, this process should be a lot of fun and you should have something with much accuracy and then worthy to be painted.
- 8) Now comes the fun part, the painting! Also, the most important part because it takes a careful hand with much neatness to make the area accurate and colored in with gradual changing of land texture and color as your modeling dough shows. You can't have one blotch of green and then have a straight line and then a blotch of orange because land just doesn't jump up that way; it is a gradual process. The colors will be provided for you during the painting sessions and you should all take turns doing your share of the painting and blending of colors. Once painting is dry, it can be shellacked for permanency.
- 9) Lastly, there should be a list telling about your region and its major occupations.

Name of Region

Continent where it is located

Major products and occupations
found in the region.

This list can be displayed along with your regional map and be your information source when you share your work with the rest of the class.



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GEOG.

SUPPLEMENTARY RESOURCES

TEACHER

Social Science and Career Education Curriculum Guide 6-8. Cashmere, WA Career Education Project (BICEP 1099).

Career Education Resource Units, Grade Four. Newark, Del. Career Education Instructional System (BICEP 1037).

Kaplan, Sandra et al. Change for Children, Ideas and Activities for Individualizing Learning. Pacific Palesades, CA., Goodyear Publishing Co., Inc., 1973 "Maps", pp. 64-67 (BICEP 3037).

STUDENT

Sandler, Martin W., The Way We Lived, A Photographic Record of Work In A Vanished America. Boston, MA., Little, Brown and Co., 1977 (BICEP 9064).

TEACHER AND STUDENTS

Forte, Imogene et al. Center Stuff for Nooks, Crannies and Corners. Nashville, Tenn., Incentive Publ., 1973 "Mystery Maps", pp. 190-196 and pp. 208-213 (BICEP 3040).

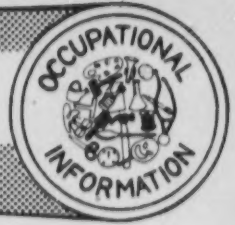
FOLLOW-UP ACTIVITIES

Students may wish to research a foreign country and identify the major occupations of the people living in that locality. Students may also wish to write a play about people living either in a foreign country or in a specific location in America and depict the work of the people through the play characters.

TEACHER'S NOTES

GEOG.

DO YOU KNOW YOUR WORLD?



MATERIALS/RESOURCES

"Do You Know Your World?" Worksheet
Social Studies Textbooks
Encyclopedias
World Map
Small Globes

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
Individual
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After studying regions of the world, students will be able to locate specific cities and bodies of water and be able to research at least two occupations indigenous to that location.

PROCEDURES

1. Begin discussion by reviewing the seven continents, the five oceans, the location of the equator and the major rivers of the world.
2. Designate one of the above and have students locate either on large world map or on small globes.
3. Direct students to social studies text, encyclopedias and other related information sources to find occupations indigenous to the item location. An example might be:
 - Locate the Grand Banks.
 - What is its chief occupation? Fishing
 - Locate the Hawaiian Islands.
 - What is its chief occupation? Tourism
4. Distribute the "Do You Know Your World?" worksheet.
5. Go over directions with the students assuring them that there will be leeway for places which have several occupational priorities. For example, Hawaii could also boast of its pineapple production and export.
6. Have students complete the worksheet independently allowing sufficient time for all to use available resources. If occupations seem difficult, give students clues about the geography of the region, thereby helping them see the influence environment has on work/job roles.
7. Share completed work and responses with entire class.

GEOG.

STUDENT ACTIVITY SHEET

DO YOU KNOW YOUR WORLD?

Name _____

DATE _____

I am located in the Yellowstone National Park. I shoot a lot of water into the air every hour. What's my name? _____

An occupation of this area is _____

There are desert areas on all the continents except me. I am the only continent that does not have a desert on it. I am connected to Asia. What continent am I? _____

I am the tallest mountain in the world. I am located in the Himalaya Mountain Range. What mountain am I? _____

I am a canal that cuts across the narrow Isthmus of Panama between North America and South America. At one end of it is the Pacific Ocean and at the other end the Caribbean Sea. What's my name? _____

I win my fame by being a body of land surrounded by water and am located in Massachusetts. What am I called? _____

An occupation of this area is _____

I am the largest river in the United States. What's my name? _____

One recreational occupation I have is _____

I am about 22 miles from Buffalo. I claim to be one of the world's greatest falls. What's my name? _____

An occupation of my area is _____

I am in Egypt. I am very huge. The Israelites built me thousands of years ago. I look like a squatting lion and I have a human head. What am I? _____

An occupation associated with me is an _____

I am the largest river in Egypt. All the Egyptian people depend on me. Without this river all the land would be a desert. For thousands of years I have been bringing to Egypt the precious water that makes the crops grow and gives the people food. What river am I? _____

An occupation of my area is _____

GEOG.

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STUDENT ACTIVITY SHEET

DO YOU KNOW YOUR WORLD?

Name _____

DATE _____

I am located in the Yellowstone National Park. I shoot a lot of water into the air every hour. What's my name? Old Faithful

An occupation of this area is park ranger.

There are desert areas on all the continents except me. I am the only continent that does not have a desert on it. I am connected to Asia. What continent am I?
Europe

I am the tallest mountain in the world. I am located in the Himalaya Mountain Range. What mountain am I? Mt. Everest

I am a canal that cuts across the narrow Isthmus of Panama between North America and South America. At one end of it is the Pacific Ocean and at the other end the Caribbean Sea. What's my name? Panama

I win my fame by being a body of land surrounded by water and am located in Massachusetts. What am I called? Cape Cod

An occupation of this area is cranberry growing.

I am the largest river in the United States. What's my name? Mississippi

One recreational occupation I have is riverboat captain

I am about 22 miles from Buffalo. I claim to be one of the world's greatest falls. What's my name? Niagara Falls

An occupation of my area is hydroelectric engineer

I am in Egypt. I am very huge. The Israelites built me thousands of years ago. I look like a squatting lion and I have a human head. What am I? Sphinx

An occupation associated with me is an archeologist

I am the largest river in Egypt. All the Egyptian people depend on me. Without this river all the land would be a desert. For thousands of years I have been bringing to Egypt the precious water that makes the crops grow and gives the people food. What river am I? Nile

An occupation of my area is irrigation engineer

GEOG.

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SUPPLEMENTARY RESOURCES

TEACHER

Building Your Tomorrows. "Using Map Skills On A Job". Columbus, GA., American Learning Systems, Inc., 1977 (BICEP 1202).

FOLLOW-UP ACTIVITIES

Students might make an imaginary journey to one of the other seven continents seeking employment in their major industries (whether they be from the land, from manufacturing, from the government of the foreign country, from the customs and needs of the people). The students could develop mock interviews with prospective employers to see if the individual skills of the job-seeker were appropriate to the needs of the employer.

TEACHER'S NOTES

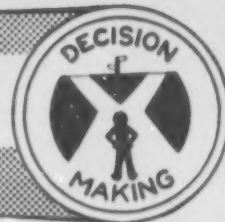
GEOG.

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Government

PLEASE VOTE !



MATERIALS/RESOURCES

Information about Candidates

Material for Constructing a Voting Booth

Material for Ballots and Tallying

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Three or Four
Class Periods
(over course
of two weeks)

INSTRUCTIONAL OBJECTIVE

Having examined the issues and candidates surrounding a local, state or national election, the students will research the platforms of each political candidate and hold a simulation election.

PROCEDURES

1. Initiate a discussion on appropriate times for local, state or national elections.
2. Have class identify major candidates. The following information will be researched about each candidate:

Party affiliation

Age

Previous political experience and voting record

Position on issues

- Major issues (within context of students' comprehension)



GOV.

PROCEDURES Continued

3. Arrange for a campaign worker or workers and/or research committee to visit class and speak on platform issues.
4. Following research and classroom visits, have students discuss the pros and cons of the candidates. Teacher will assist to make process orderly as well as to make sure that students accurately reflect issues without distortion or bias.
5. Have students follow media coverage of candidates and report new information as it surfaces prior to election.
6. Divide students into small groups (four or five members) to prepare for simulation election. Group responsibilities will include:

Constructing Voting Booth

Designing Ballots

Tallying Ballots

Creating Campaign Posters for Candidates

7. Have students, if so desired, elect "mock" candidates and have these students give a final summation speech on the day before the actual election. (Optional)
8. Finish activity by having students vote, tally results and compare the class winner with the actual winner.



SUPPLEMENTARY RESOURCES

TEACHER

Cashmere, Wash., Curriculum Guide, Social Science & Career Education, K-5, "Law Appreciation Unit", pp. F.8-1 through F.8-13, 1975 (BICEP 1069).

Coping Skills for Citizenship Participation. University of Maine at Orono, 1976 (BICEP 2534).

Forte, Imogene and Pangle, Mary. Mini-Center Stuff "Ballot Box". Nashville, Tenn.: Incentive Publications, Inc., 1976, pp. 52-53 (BICEP 3039).

STUDENTS

Fraser, Arvonne. Looking Forward to a Career-Government. Minneapolis, Minn.: Dillon Press, 1970 (BICEP 9104).

TEACHER AND STUDENTS

What Is Local Government? Filmstrip/Cassette Series. Mahwah, N.J.: Educational Directions, Inc., 1977 (BICEP 4026).

Forte, Imogene et al. Pumpkins, Pinwheels and Peppermint Packages. Nashville, Tenn.: Incentive Publications, Inc., 1974, "The Race Is On", pp. 58-61 (BICEP 3111).

FOLLOW-UP ACTIVITIES

The involvement of students in a simulated election can be the impetus for their input in the decision making process of a student council. Students can solicit concerns of their peers and design platforms around the priorities of their own strengths and capabilities and what is deemed appropriate for a positive learning environment.

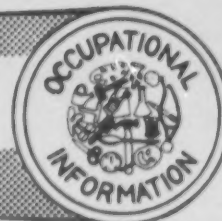
Visiting local places of government in a community can give students first-hand knowledge of the workings of the law. Students helping at polling places during local elections is also a useful learning experience.

TEACHER'S NOTES

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GOV.

MATCHING THE BILL OF RIGHTS TO OCCUPATIONS



MATERIALS/RESOURCES

Excerpts from the Constitution of the United States of America

Copy of the Bill of Rights

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will understand the Bill of Rights as an important part of the Constitution of the United States and be able to identify occupations that are associated with each of the first ten amendments and additional selected amendments.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by discussing the need for a constitutional form of government. Topics that might be addressed are listed below:
 - Loss of rights and representation in the new land had resulted in conflict (war)
 - Articles of Confederation had not sufficiently served the needs of a new nation
 - Leaders realized a system of checks and balances would create a governmental plan that would be more equitable and fair
2. Transfer students to a modern day realization that people's rights need to be protected and laws are essential for an efficient society. Have students give examples of situations which could arise without a system of laws.
 - School education would not be compulsory and so illiteracy could occur
 - Traffic accidents could be more prevalent without speed limits
 - People's property could be destroyed
 - Disputes could sometimes be settled in ways not suitable for a civilized society
3. Introduce the Bill of Rights as a means the early founders of our country used to insure that individuals would have certain rights as well as responsibilities.
4. Assign the task of identifying the rights insured in the first ten amendments.

GOV.

PROCEDURES Continued

SECOND CLASS PERIOD

5. Discuss the rights protected by the first ten amendments in the Bill of Rights. List these rights in abbreviated language on chalkboard.
6. Transfer these rights (as done in procedure # 2) to a twentieth century society. Ask students how the publishing of a daily newspaper is directly related to the Bill of Rights. Ask students how going to the church of their choice applies to these amendments that were written in the 1700's. Question how vacationing in a state other than where they live all the time applies to the Bill of Rights. Question how even the most notorious criminal is protected in these first ten amendments. Help students to realize that the Constitution and the Bill of Rights is a living document and has application in today's society.

THIRD CLASS PERIOD

7. Begin this class period by verbalizing the first ten amendments and other selected ones and having students match up occupations which are legitimized by these rights. A listing of such matching is included below for teacher reference. Note that the listing below is only a suggested one and that other occupations and careers might very well fit into the categories.

AMENDMENT I

Freedom of religion	minister, priest, rabbi
Freedom of speech	author, news reporter, politician
Freedom of the press	news reporter, television news commentator
Freedom of assembly	social agency executives, volunteers

AMENDMENT II

Right to maintain a militia	army officer, national guard
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AMENDMENT III

Right of free passage or movement from one's home	passport designer/engraver, travel agent bus driver
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AMENDMENT IV

Right of privacy in one's own home without fear of search or seizure	private investigator, mortgage officer, law enforcement worker
--	---

AMENDMENTS V, VI, AND VII

Right to not be tried twice for same offense, and to a trial by jury and due process of the law	attorney, judge, court stenographer, public defenders
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AMENDMENT VIII

Right to not have cruel punishment on a lasting basis	correction officer, psychiatrist
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GOV.

PROCEDURES Continued

AMENDMENT IX

Rights as outlined in the Constitution for all citizens

AMENDMENT X

Rights as given to the states

AMENDMENT XIII

Abolishment of slavery

AMENDMENT XV

Right to vote regardless of race, creed or color

AMENDMENT XVI

Right of the government to levy federal and state taxes

AMENDMENT XIX

Right of women to vote

AMENDMENT XVIII

AMENDMENT XXI

Right to make, sell and ship intoxicating beverages
(note repeal of prohibition)

OCCUPATION/CAREER

legislators, president, Supreme Court officials

governor, mayor, state representatives

affirmative action officers

voting machine technicians, printers, pollsters, politicians

auditors, accountants, computer technicians, income tax consultants

congress women, female state representatives

bartender, bottler, food and drug chemists

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GOV.

STUDENT ACTIVITY SHEET

AMENDMENTS TO THE CONSTITUTION

AMENDMENT I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT II

A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

AMENDMENT III

No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war but in a manner to be prescribed by law.

AMENDMENT IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V

No person shall be held to answer for a capital or other infamous crime unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service, in time of war or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

GOV.

STUDENT ACTIVITY SHEET

AMENDMENT VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witness against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

AMENDMENT VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States than according to the rules of the common law.

AMENDMENT VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

AMENDMENT X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

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GOV.

STUDENT ACTIVITY SHEET

AMENDMENT XIII

SECTION 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist with the United States, or any place subject to their jurisdiction.

SECTION 2. Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XV

SECTION 1. The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any state, on account of race, color, or previous condition of servitude.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XVI

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several states, and without regard to any census or enumeration.

AMENDMENT XIX

SECTION 1. The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT XVIII

SECTION 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or exportation thereof from the United States and all territory subject to the jurisdiction thereof, for beverage purposes is hereby prohibited.

SECTION 2. The Congress and the several states shall have concurrent power to enforce this article by appropriate legislation.

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STUDENT ACTIVITY SHEET

AMENDMENT XVIII (cont'd)

SECTION 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several states, as provided in the Constitution, within seven years from the date of submission hereof to the states by the Congress.

AMENDMENT XXI

SECTION 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

SECTION 2. The transportation or importation into any state, territory, or possession of the United States, for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

SECTION 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several states, as provided in the Constitution, within seven years from the date of submission hereof to the states by the Congress.

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SUPPLEMENTARY RESOURCES

TEACHER

Let Freedom Ring. Syracuse, N.Y., Mid Intermediate Life Centered Curriculum Program (BICEP 3246).

What is Local Government? f/c series. Mahway, N.J., Troll Associated, 1977 (BICEP 4026).

TEACHER AND STUDENT

Berg, Roger. Scott, Foresman Social Studies, Book Five. Pala Alto, CA., Scott, Foresman Co., 1979 (BICEP 9070).

Wise, William. American Freedom and the Bill of Rights. New York, N.Y. Parents' Magazine Press, 1975 (BICEP).

STUDENT

Fraser, Arvonne. Looking Forward To A Career Government. Minneapolis, Minnesota Dillon Press, 1970 (BICEP 9104).

FOLLOW-UP ACTIVITIES

Students could research and identify the qualifications and duties of 1) the president 2) the senators 3) the members of the House of Representatives and 4) the justices of the Supreme Court.

Students could research to find out the members of the first Presidential Cabinet and then find out the names and duties/qualifications of the present day Presidential Cabinet.

TEACHER'S NOTES

GOV.

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History

**MATERIALS/RESOURCES**

"Time Line" Worksheets

Pencils

DETAILS

LEVEL: Primary

TYPE: Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After a class discussion of time lines, the students will construct time lines about a parent or guardian and share it with the class.

PROCEDURES

1. Discuss ways of recording time.
2. Demonstrate how to complete sample time lines, using worksheet "A Day in School Time Line".
3. Have students construct time lines for an entire day listing major activities completed. See worksheet "One Whole Day Time Line".
4. Complete worksheets "Week Time Line", "Year Time Line", "My Career Time Line".
5. Share time lines with the class.

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HISTORY

9:00 _____

9:30 _____

10:00 _____

10:30 _____

11:00 _____

11:30 _____

12:00 _____

12:30 _____

1:00 _____

1:30 _____

2:00 _____

2:30 _____

3:00 _____

A DAY IN SCHOOL TIME LINE

MARK THE TIMES: When do you arrive?

At what time do you have recess?

When do you eat lunch?

At what time do you go home?

SHOW THE FOLLOWING ACTIVITIES: Reading

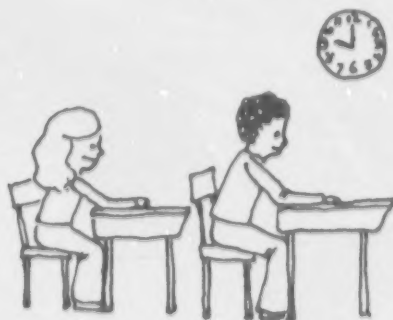
Math

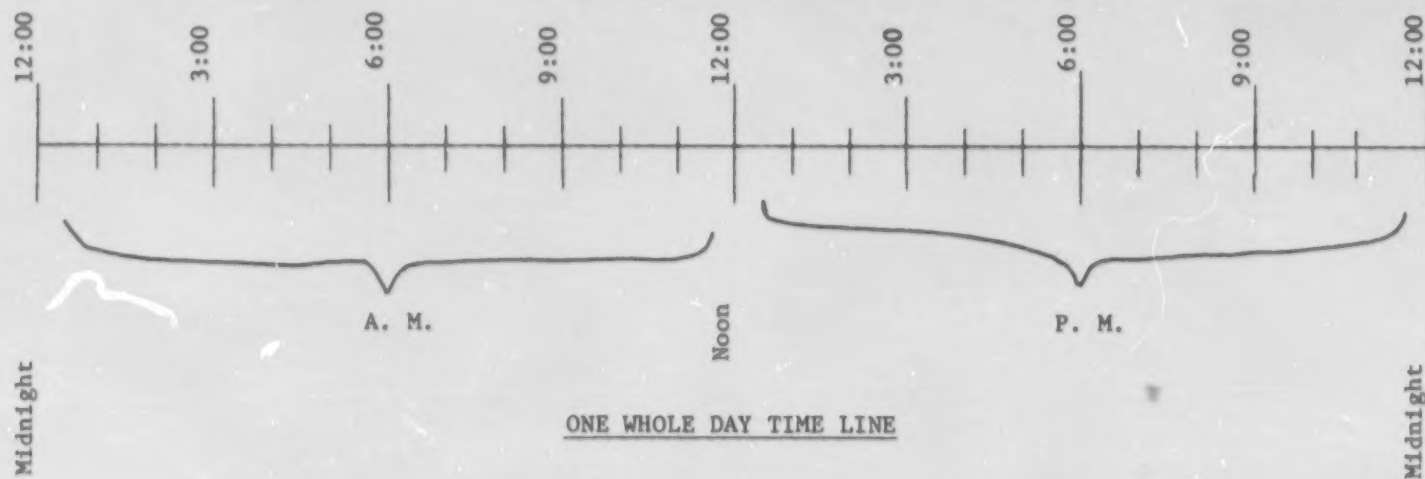
Spelling

Language

Science

Gym, Music, or Art

PLEASE WRITE "NOW" ABOVE THE PART OF THE TIME LINE CLOSEST TO THE
TIME OF DAY YOU COMPLETE THIS "TIME LINE".



ONE WHOLE DAY TIME LINE

ON THIS TIME LINE, MARK THE FOLLOWING TIMES:

- What time do I usually get up?
- When do I leave for school?
- At what time do I eat lunch?
- When do I get home from school?
- When do I eat supper?

PLEASE SHOW THE TIMES YOU USUALLY SLEEP, EAT,
PLAY, AND WATCH TELEVISION.

PLEASE SHOW WHERE YOU ARE RIGHT NOW ON THE TIME LINE.



SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	
							A.M.
							P.M.

THIS WEEK TIME LINE

ON THIS TIME LINE, PLEASE SHOW WHAT YOU USUALLY DO EACH DAY OF THE WEEK. IF YOU GO TO SCHOOL, PLEASE WRITE IT ON THE TOP HALF OF THE LINE (WHERE IT SAYS "A.M."). YOU MAY WANT TO WRITE THE NAMES OF ANY T.V. SHOWS YOU WATCH ON CERTAIN NIGHTS ON THE BOTTOM HALF OF THE LINE (WHERE IT SAYS "P.M.").

PLEASE WRITE "TODAY" IN THE BOX THAT TELLS WHAT DAY OF THE WEEK THIS IS. NOW PLEASE MARK "YESTERDAY" AND "TOMORROW".

STUDENT ACTIVITY SHEET

TIME LINE

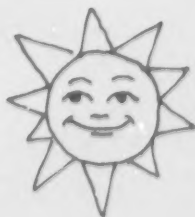
TIME WILL TELL

JAN.	FEB.		APR.				AUG.				DEC.

THIS YEAR TIME LINE

PLEASE COMPLETE WRITING THE ABBREVIATIONS FOR EACH MONTH (JUNE, SEPT., NOV., MAR., OCT., MAY, JULY). PLEASE CIRCLE THE NAME OF THIS MONTH. PLEASE DRAW AN "X" THROUGH ANY MONTHS BEFORE THIS MONTH.

PLEASE COLOR THE BOXES FOR THE SPRING MONTHS GREEN, THOSE FOR THE SUMMER MONTHS YELLOW, THOSE FOR THE FALL MONTHS ORANGE, AND USE BLUE FOR THE WINTER MONTHS.



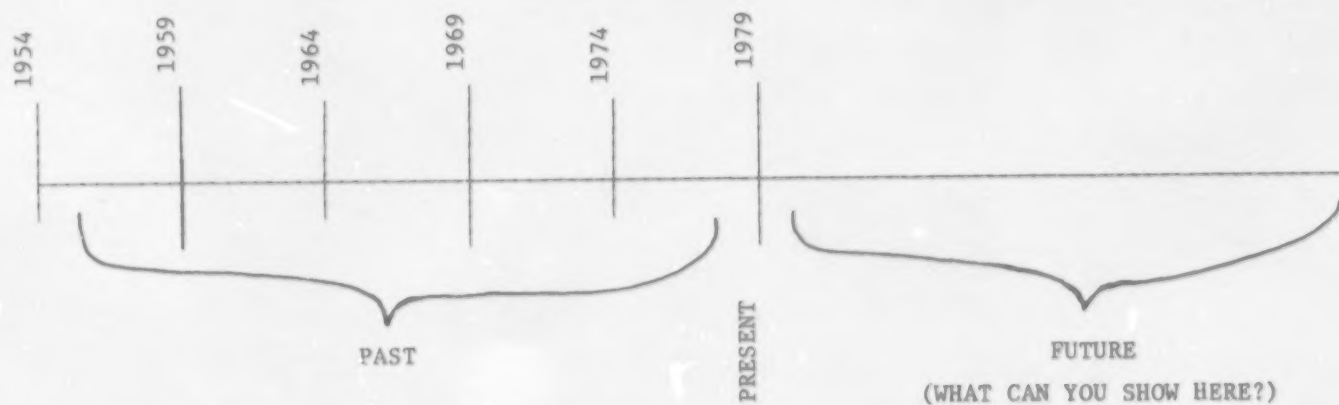
TIME LINE

TIME WILL TELL

NAME _____ DATE _____

MY CAREER TIME LINE

DIRECTIONS: PLEASE HELP AN ADULT AT HOME TO COMPLETE THIS TIME LINE. ON THE LINE, PLEASE HELP THEM TO SHOW THE TIMES THEY WERE IN SCHOOL, LEARNING ABOUT THEIR CAREER, AND WORKING AT THEIR CAREER. YOU SHOULD SHOW WHERE YOU FIT ON THE TIME LINE.



HISTORY

SUPPLEMENTARY RESOURCES

TEACHER

People and the Family. Syracuse, N.Y., Lower Primary Life Centered Curriculum Program (BICEP 3228).

TEACHER AND STUDENTS

A Look at Five Children Sound Filmstrips/Cassettes. New York, N.Y. Scholastic Magazines, 1974 (BICEP 4008).

Forte, Imogene et al. Center Stuff for Nooks, Crannies and Corners. Nashville, Tenn., Incentive Publications, Inc., 1973 "Ring My Chimes", pp. 320-324 (BICEP 3040).

Hubbard, Irene and Soderstrom, Lori. Primarily Me. (Spirit Masters) Carthage, Ill., Good Apple, Inc., 1977 (BICEP 3097).

FOLLOW-UP ACTIVITIES

Brainstorm the student's possible futures - schooling, careers, housing, travel and vacation possibilities. Have each student construct a future time line assimilating this information or have the class work together on a time line yardstick with each student responsible for a year or important milestone. Students could draw pictures for each date and/or write a short poem about the event.

TEACHER'S NOTES

HISTORY

DOUGH MONEY



MATERIALS/RESOURCES

Baker's Dough Recipe

DETAILS

LEVEL: Intermediate

TYPE: Entire Group
Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After researching the history of Wampum as used by the American Indians and early American settlers, the students will design and create their own special coin using the baker's dough recipe.

PROCEDURES

1. Have students research the history of Wampum as used by the American Indians and the early American settlers. For teacher information the following may be useful:

Wampum was a cylindrical white bead made from the quahog clam shell $\frac{1}{4}$ to $\frac{1}{2}$ inch long, $\frac{1}{8}$ inch in diameter with a hole drilled longitudinally. The name Wampum comes from Algonquin wampumpeak meaning a string of beads. This was also called sewan, peak or peag.

Indian tribes in the Northeast used wampum as a medium of exchange and standard of value. Beads made from the purple part of the shell, "black beads", had twice the value of the more common white. Worn ornamentally, Wampum signified wealth or position. The beads could also be historical records or documents and thus were surrounded by a religious aura.

The original name for Long Island, Sewanhacky, denotes it as the center for Wampum manufacturing. Iron tools introduced by early colonists simplified and accelerated the bead making. No records show the Aboriginal technique but the process was the same..break the shell into small pieces, shape and polish the pieces and then drill.

New England colonists used Wampum not only in dealing with Indians but among themselves. Until 1670 Rhode Island recognized Wampum as legal tender and in New York it was used into the 1700's. In many areas away from the coast Wampum was used into the late 19th century. The value of the beads varied but usually three dark or six white beads equalled an English penny. Counterfeit Wampum was also made and proved to be quite profitable.

HISTORY

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PROCEDURES Continued

Wampum beads could be strung in various ways to convey different messages. They were carried to insure safe conduct between tribes, could be used as invitations or death announcements. Belts made from Wampum told stories and recorded important events such as the transfer of Pennsylvania territory to William Penn at the Treaty of Shakamaxon in 1682. In such cases the belts were binding legal documents.

True Wampum was found only east of the Mississippi River although western tribes used local shell beads but only as money or ornaments. Only in the eastern tribes of the Algonquin and Iroquois peoples did Wampum see full use as a medium of exchange, as ornaments, legal documents and or records of important events.

2. Have students share their research findings with the class.
3. Distribute a blank piece of paper on which the students can begin a "dummy" design of the special coin. Allow time for experimentation. Encourage creativity.
4. Upon completion of the "dummy" design, have students read the dough recipe so they will have ingredients ready for baking upon completion of the coin.
5. Create their own special coin representation of something important to them such as their hobbies, wildlife, sports, family, friends, symbol of their ethnic origin.
6. Shape coins after having mixed the ingredients.

four cups flour
two cups salt
one and 3/4 cups water

Mix together and knead five minutes.
Use immediately.
7. Bake designs in a 350° oven for one hour (or until hard).
8. Display completed coins in a show case or special corner of recognition for student projects.

HISTORY

SUPPLEMENTARY RESOURCES

TEACHER

Abruscato, Joe and Hassard, Jack. The Earthpeople Activity Book. Santa Monica, CA., Goodyear Publishing Co., Inc., 1978 (BICEP 3206).

Katzman, Carol et al., Economy Size. Santa Monica, CA., Goodyear Publishing Co., Inc. 1978 (BICEP 3054).

STUDENT

D'Amato, Janet and Alex. Colonial Crafts For You To Make. New York, N.Y., Julian Messner, 1975 (BICEP 9234).

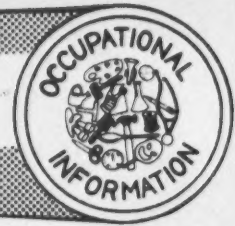
FOLLOW-UP ACTIVITIES

Students might wish to engage in bartering situations where wampum could be used as a monetary exchange. Students could also wish to role play the distribution of land, animals, or services in exchange for wampum as done in early colonial days.

TEACHER'S NOTES

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HISTORY

**MATERIALS/RESOURCES**

Marco Polo Dramatization World Map
 Social Studies Text Books Clothes Line
 Briefcase or Covered Box Clothes Pins
 Explorer Name Cards
 5x8 Oak Tag Cards (6 separate colors)
 Magic Markers

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
 Partners
TIME: Seven Class Periods

INSTRUCTIONAL OBJECTIVE

Students will demonstrate their knowledge of the reasons for the early exploration of the North American continent and compare the purposes of exploration to areas into today's society that present similar challenges.

PROCEDURESPRIOR TO BEGINNING ACTIVITY

- Discuss with students the vocabulary word, "explorer."
- Have students take time to look up the word in the dictionary.
"A person who investigates unknown regions--to look into closely, scrutinize and examine."
- Point out that this activity will help students to understand the reasons for the early exploration of the North American continent as well as identifying explorers, their nationalities and their accomplishments.

FIRST CLASS PERIOD

1. Introduce activity by relating the story of Marco Polo to the students. Contact librarian for a story about Polo or use social studies texts to help students realize that long before Columbus was born, Polo had caused people to become interested in the East.
2. Read orally with the students the story of Marco Polo.
3. Distribute the dramatization of Marco Polo. Let students read dramatization first and then choose characters for enacting this short play.
4. Enact the dramatization. Props can be improvised.

Note to teacher: The idea of this activity is to set the stage for helping students understand that adventuresome people were seeking personal goals and explorations long before the American continent was discovered.

HISTORY

PROCEDURES Continued

SECOND CLASS PERIOD

5. Continue discussion of exploration by focusing on the desire of many people to learn more about the world--its shape--its undiscovered land--its mysteries.
6. Review the controversy about the earth's surface. Discuss the theories that were entertained, such as European traders traveling long, difficult journeys east to the Orient and finally realizing that if the world was round then ships could travel west across an ocean to reach the Orient.
7. Prepare a time line on a clothesline to be strung across the classroom so students can show chronologically the sequential colonialization of the new world.
8. Speculate why people were interested in exploration. Record list of ideas that students suggest on chalkboard. Sample responses could include:
 - to find new lands
 - to find a new route to the Orient
 - to find spices and riches
 - to prove the earth was round
 - to accept a new challenge
 - to conquer new land
 - to preach religion
 - to establish colonies
9. Verify list from reading from a social studies text on early exploration of the new world.

THIRD CLASS PERIOD

10. Point on a large world map the principle exploration sources. Have individual students point out the areas of Greenland, Spain, England, Portugal, France and Holland.
11. Discuss the motives for exploration of each of these European countries. Make sure students have clearly identified the following motives:

SPAIN: Spain wanted a shorter route to the riches of the East. They wished to beat the Portugese who had been trying to reach the East by sailing around Africa. Magellan told the Spanish king he would be the richest ruler in Europe if he could find the best route.

ENGLAND: England wanted to also have a rich spice trade and to establish colonies wherever they could.

PORTUGAL: Portugal wanted a water route to bring spices and silks and other riches more cheaply to their shores.

FRANCE: France was looking for valuable fur trading posts. They also wanted to share their religion as missionaries.

HOLLAND: The Dutch were also interested in trade. They wanted to find a water route to Asia different from Portugal's route around Africa.

NORSEMEN: The Norsemen wanted to explore new lands as well as be religions missionaries.

FOURTH CLASS PERIOD

- Prior to beginning this session contact school or town librarian and obtain as many resources (books, filmstrips, cassettes) possible on early exploration. Have encyclopedias available also.

HISTORY

PROCEDURES Continued

12. Introduce this portion of activity by presenting a small briefcase, suitcase or box that is covered. Prior to beginning activity place inside the box cards listing the names of all the following explorers:

Eric the Red	Coronado	LaSalle
Leif Ericson	Pizarro	Cabot
Columbus	Cortez	Raleigh
Balboa	Cartier	Drake
Ponce DeLeon	Champlain	Vasco deGama
Magellan	Marquette (priest)	Cabral
DeSoto	Joliet (trader)	Hudson
Americus Vespucci		Verrazano

List same names placed on cards also on chalkboard.

13. Have students choose partners to work on an exploration research chart. Teacher may wish to structure partnerships by placing a more able reader with a less able person. Teacher may wish to structure partnerships (when feasible) based on student ethnic background so students can learn about their own roots.
14. Upon completion of partnership formation, have team of two pick from the briefcase, suitcase or box one card.
15. Assist students in pronunciation of names and define research task by distributing an exploration chart with only names of explorers.

EXPLORER	NATIONALITY	REASON FOR EXPLORATION	DATE	ACCOMPLISHMENT
Eric the Red				
Leif Ericson				
Columbus				

16. Choose one explorer at random and fill in chart with students explaining the information as each portion of the chart is filled in.
17. Direct students' attention to portion of classroom where all resources have been displayed.
18. Instruct student partners to read and record on chart the information they find about the explorer listed on their card choice and at least five other explorers from list that has been placed on chalkboard.

FIFTH CLASS PERIOD

19. Allow sufficient time for research. Circulate from group to group assisting in process.
20. Utilize information chart provided in these procedures for teacher background information.

SIXTH CLASS PERIOD

Prior to beginning this session, prepare 5x8 oaktag cards (six separate colors). Have enough cards to accommodate the number of entries for each nationality. Make an accompanying color legend on the chalkboard, identifying colors to match nationalities:

Red - England	Green - Norsemen
Yellow - Dutch	Orange - Portuguese
Blue - France	Brown - Spain

HISTORY

PROCEDURES Continued

21. Instruct student partners to now be prepared for reporting out their research findings. Instruct those students who did not work on a particular explorer to fill in appropriate blanks as information is shared.
22. Require that each partnership use wall map to point out the following items:
 - Country of explorer's origin
 - Exploration route (if possible)
 - Accomplishment (if it can be visibly shown by a map).

As each group reports out they can place their nationality 5x8 oaktag card on clothesline putting the name of explorer, nationality and exploration date on clothespin time line.
23. Allow sufficient time for all reporting and recording to take place.
24. Suggest that time line be arranged chronologically. This will require partners making some movement of cards as new information is given. Upon completion of time line the color of cards should lead students to generalization of which nations exerted the most influence of colonialization of America.

SEVENTH CLASS PERIOD

25. Structure discussion to now focus on exploration in the twentieth century. Have students consider if there are any similarities in the motives for today's explorations as compared to America's discovery. Students will probably provide the following information:
 - The world has now been discovered.
 - There are still disputes over land areas (Egypt and Israel; Southern Ireland and Northern Ireland).
 - There are still adventurous people who want to discover new things and ideas.
 - People are always looking for a better way of life.
26. Help students to culminate activity by listing as many things as they can that still need to be explored in today's world. Examples might include:
 - A cure for cancer.
 - A solution to hunger in some countries of the world.
 - A way to harness the energies of the sun.
 - A way to help countries live in peace.
 - A solution to rising costs.
 - A way to encourage people to be kind to others.
 - A way to use the resources of the oceans of the world.
 - A solution to crime.
27. Ask students to consider if they are explorers? What are the benefits of being an explorer? What are the disadvantages?

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HISTORY

PROCEDURES Continued

EXPLORER	NATIONALITY	REASON FOR EXPLORATION	DATE	ACCOMPLISHMENT
Eric The Red	Norseman	Explore new land	860	Discovered Iceland and Greenland
Leif Ericson	Norseman	Explore Greenland and teach natives religion	999	Discovered Vinland
Columbus	Spanish	To find a route to the East: to find spices and riches; to prove the world was round	1492	Discovered America
Balboa	Spanish	To find riches	1513	Discovered Pacific Ocean
Ponce De Leon	Spanish	To find riches and to search for the Fountain of Youth	1513	Discovered Florida Established St. Augustine
Magellan	Sailed for the king of Spain	To find a route to the East by sailing West	1519-1522	Discovered the Pacific Ocean and sailed around the world
De Soto	Spanish	To find wealth for Spain	1539	Discovered the Mississippi River
Coronado	Spanish	Looking for the Seven Cities of Gold	1540	Discovered the Grand Canyon and the Colorado River and was the first to see buffalo
Pizarro	Spanish	To find riches	1539	Discovered and explored Peru, South America
Cortez	Spanish	Looking for riches and wanted to have the Indians under Spanish rule	1520	Conquered Mexico from the Aztec Indians
Cartier	French	Wanted to find a new water route	1534	Discovered Gulf of St. Lawrence Named land New France

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HISTORY

PROCEDURES Continued

EXPLORER	NATIONALITY	REASON FOR EXPLORATION	DATE	ACCOMPLISHMENT
Champlain	French	To establish French colonies	1608	Discovered Quebec and explored to the Great Lakes
Marquette Joliet	French	To establish French colonies; to teach religion and to carry on fur trading	1673	Explored to the Miss. River, claimed land for France from the mouth of the St. Lawrence River to the Mississippi
LaSalle	French	To establish colonies	1682-1684	Explored what is now Louisiana; named it in honor of French king. Explored down to Gulf of Mexico
Cabot	English	To claim land for England	1498	Discovered Grand Banks and Newfoundland
Raleigh	English	To establish English colonies	1585	Explored what is now the state of North Carolina. Began colony of Virginia and named it after the queen. Brought tobacco to England.
Drake	English	To be first Englishman to find the Pacific Ocean	1570	Built up the strength of the British Navy
Vasco de Gama	Portuguese	To find new land for Portugal and a route to the East	1498	Sailed to the coast of India
Cabral	Portuguese	To colonize in India	1500's	Landed on coast of Brazil
Americus Vespucci	Italian	To search for new lands	1500-1505	America was named after him. Sailed to the coast of Brazil.
Hudson	Dutch East India Company	To find a shorter passage to Asia	1609	Discovered the Hudson River and Hudson Bay

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DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

HISTORY

STUDENT ACTIVITY SHEET

MARCO POLO DRAMATIZATION SKIT

ACT I

Scene I

CHARACTERS: Marco Polo
Marco's father and uncle
Mongol bandit chief
Kublai Khan
Narrator

NARRATOR: Imagine that you are in a city in Italy called Venice. It is on the continent of Europe. Try very hard to imagine yourself sitting on the docks in a busy harbor in the year 1264, over seven hundred years ago. The young boy over there is Marco Polo. He is watching the ships of many nations unload their rich cargoes of spices, silks, satins and jewels. Suddenly he sees a familiar ship approaching. It is the ship that his father and uncle sailed on several years before. They are returning from the East!

MARCO: (Greets Father and Uncle). Hello, Father! Do you return with many riches?

MARCO'S
FATHER: Our ship is filled with costly cargo. It was not an easy voyage. We had to leave the boat and go overland, but we finally reached China. We made friends with the ruler of China and he helped us to get many riches.

MARCO'S
UNCLE: The Kublai Khan asked us to return to China to teach his people the Christian religion.

MARCO: Don't forget, Father, you promised that I could go with you on the next trip.

MARCO'S
FATHER: But it is a very long way and it is very dangerous.

MARCO'S
UNCLE: We might be gone for years and we may never get back. Stay in Venice where it is safe, Marco.

MARCO: No, I want to go with you and help!

Scene II

NARRATOR: Now, seven years later, the great day has arrived. The Polos were boarding their ship to sail East. After many days of sailing they reached a country called Syria. They docked the ship in a city called Acre. Remember now, the hardest part is to come for they must go overland and fight bandits before they reach China.

MARCO: Father, what is that ugly thing over there? It can't be a horse.

MARCO'S
FATHER: It's a camel, Marco. It may be ugly, but we can't cross the desert without it.

HISTORY

STUDENT ACTIVITY SHEET

MARCO'S

UNCLE:

We let the camel drink a lot of water before we started out. The camel doesn't sweat like a horse so it uses this water slowly. That is why a camel can go for days without water and cross deserts where a horse would suffer from thirst.

NARRATOR:

On this journey overland by camel caravan, the Polos were forced to stop for about three months because they came down with a strange desert sickness. Another time they had to go a whole week without water. But they were getting close to China. One night a band of Mongol bandits rode out of nowhere and surrounded the caravan. It was a good thing that Marco's father could speak the language.

MARCO'S

FATHER:

Leave us alone. I am Nicole Polo, a friend of the great Kublai Khan.

NARRATOR:

I have heard of the merchant Marco Polo. I know that he is a great friend of Kublai Khan. If I kill you the Khan's soldiers will hunt us down. Therefore, I shall not hurt you, but we will help you to get to the great Khan safely. This country is very dangerous. There are many bandits waiting to attack small caravans.

Scene III

NARRATOR:

The bandits led the Polos to the kingdom of Kublai Khan.

KHAN:

I am so pleased to see you again. Young Marco, I shall teach you our language and will dress you in the Chinese fashion.

MARCO:

Life looks pleasant in China. I should like to stay here.

NARRATOR:

After seventeen years in China, the Polos returned to Venice. Marco wrote stories of his adventures. The book told of the routes to China, the wealth of the Indies and the riches he found.

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HISTORY

SUPPLEMENTARY RESOURCES

TEACHER

Cashmere, W.A. Curriculum Guide, Social Science and Career Ed., K-5. "Settling the Thirteen Colonies" and "Colonial America." (BICEP 1069)

King, Allen Y. Macmillan Social Studies The United States and the Other Americas. New York, NY, Macmillan Publishing Co., Inc., 1978. "Unit 2, Discovering The New World," pp. 36-65. (BICEP 9090).

Newark, Del. Career Education Resource Units, Grade V, "A New Nation," p. 8 and "Settling The New World," p. 100 (BICEP 1040).

FOLLOW-UP ACTIVITIES

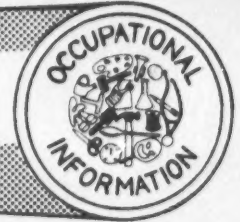
Students could write a diary or a log pretending they were one of the explorers. This journal could include such considerations as hardships encountered, challenges, impressions of new lands and peoples and what might happen to an explorer after s/he had realized his/her goal.

TEACHER'S NOTES

HISTORY

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THE WORK WORLD IN COLONIAL AMERICA



MATERIALS/RESOURCES

White Composition Paper
Books and Related Media on Colonial America
Encyclopedias

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Four Class Periods

INSTRUCTIONAL OBJECTIVE

Students will research the work world of colonial America describing work tasks done by men, women and children.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by reviewing some major elements of the work world of colonial America.

- Survival was a key element of life.
- Everyone had specific tasks to accomplish.
 - Prepare the land for food production.
 - Clear the wilderness for shelter.
 - Guard the home and family against human and animal invaders.
 - Tame the wilderness.
 - Learn how to govern a new society.
- All work was equally important and vital for survival.
- There was little time for leisure.

SECOND CLASS PERIOD

2. Assign research topics for small groups of at least four members. Items for consideration in each topic are listed below. Make available to students media and related written material appropriate to the topics.

- Pioneer Villages
 - Clearing the fields
 - Building a school
 - Building a church
 - Building log cabins
 - Building a general store
 - Establishing a settlement

HISTORY

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PROCEDURES Continued

- Farms in colonial America

Clearing the land
Hunting for game
Jobs for all

Growing fruits and vegetables
Preserving foods and meats
Seasonal chores

- Schools in colonial America

Boys sent to school
Girls taught at home
Itinerant school masters
Basic education

Meager supplies (slates, quill pens)
Emphasis on Bible and morality
Discipline emphasized

- Workers in colonial America

Tanner
Cobbler
Tailor
Blacksmith
Cooper

Miller
Farrier
Carpenter
Road Builder
Homemaker

3. Structure reports to include at least four paragraphs. Have students take notes from at least three sources to avoid copying and also to gain a more accurate account. An encyclopedia, a social studies text and a factual story or audio visual presentation will allow students to gain a thorough understanding before writing their report. Suggest that the work roles of men, women and children be considered when doing the research.
4. Suggest that all group members be involved in the writing process. Paragraphs can be assigned to individuals and then put together for proofreading and editing. Teacher can use one group for illustration purposes and put their individual efforts on the chalkboard or on an overhead transparency while entire class makes corrections, additions or deletions.

THIRD CLASS PERIOD

5. Allow students sufficient time for their research. Provide assistance moving from group to group making sure there are adequate materials. Review note taking procedures (if necessary).
6. Suggest the drawing of illustrations for written content if such seems appropriate.
7. Have each group present their report to the complete class.



HISTORY

SUPPLEMENTARY RESOURCES

TEACHER

Cashmere, WA. Curriculum Guide, Social Science and Career Ed., K-5, "Settling The Thirteen Colonies" and "Colonial America." (BICEP 1069).

Newark, Del. Career Education Resource Units, Grade V, "A New Nation," p. 8 and "Settling the New World," p. 100 (BICEP 1040).

STUDENT

Fisher, Leonard E., The Printers (1965), The Homemakers (1973), The Papermakers (1965), The Weavers (1966), The Silversmiths (1964), The Glassmakers (1966), The Shoemakers (1967), The Wigmakers (1965), The Hatters (1965). New York: Franklin Watts, Inc. (BICEP 9224-9231).

Sandler, Martin W., The Way We Lived, A Photographic Record of Work in a Vanished America. Boston, MA.: Little Brown & Co., 1977 (BICEP 9064).

FOLLOW-UP ACTIVITIES

Students can pretend they are children in colonial America. They can write diary entries for a day of the week discussing their work, play, education, clothing and home life.

Students can organize a colonial fair and demonstrate the work roles of people living in this era of our country. They can be dressed in colonial garb and demonstrate the preparation of food, the using of manual tools, the making of cloth for family use, the types of homes in which colonial Americans lived and if possible, invite persons from the community who have made a study of this time in our history.

TEACHER'S NOTES

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HISTORY

CHANGES IN THE WORK WORLD



MATERIALS/RESOURCES

Books and Related Media on Colonial America
Encyclopedias

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Three Class Periods
On Going

INSTRUCTIONAL OBJECTIVE

Students will demonstrate by means of a comparison chart the existence and termination of occupations by comparing the work world of colonial America to the present day job market.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by reviewing the necessity for everyone being productive workers in colonial America.
2. Refer to "The Work World in Colonial America", an activity on pages 365-367 for the major elements in the discussion.
3. Discuss the major needs of the people in this era of American history. Such topics as food, clothing, shelter, tools, weapons, and a trading system should be mentioned by the students. Accept any other responses that seem appropriate.

SECOND CLASS PERIOD

4. Arrange students into small groups (no more than three per group based on the extent of the task to be accomplished).
5. Explain that groups are to research each of the needs that were identified in procedure # 3 and chart out according to the sample included in this activity.
6. Draw sample chart on chalk board and discuss information with the students making sure that they understand the major headings and are cognizant of the types of information they will be looking for when doing independent research.

HISTORY

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PROCEDURES Continued

COLONIAL DAYS			PRESENT TIMES		
Needs	Job	Location	Needs	Job	Location
Clothing	Carding	Home	No		Mills
	Spinning	Home	No		Mass production
	Weaving	Home	Some		Stores (craft shops)
	Sewing	Home	Occasionally	Seamstress Tailors	Factories

7. Make sure that at the completion of the chart discussion that students realize their research will center on the following topics:

- Needs of the colonists, see procedure # 3
- Jobs related to those needs
- Place where jobs were performed
- Comparison of needs in the twentieth century
- Accompanying jobs related to needs
- Place where jobs are presently performed

8. Introduce concept of jobs that once were necessary having become obsolete due to the assembly line, the Industrial Revolution, the age of electronics and computers, and the foreign trade market. Students may suggest examples of jobs no longer needed such as the telephone operator, the ice delivery truck, and a traveling diaper service.

THIRD CLASS PERIOD

9. Allow sufficient time for groups to research materials, chart information and report out.

SUPPLEMENTARY RESOURCES

TEACHER

Social Science and Career Education, K-5. Cashmere, WA Curriculum Guide, "Settling The Thirteen Colonies" and "Colonial America" (BICEP 1069).

Career Education Resource Units, Grade V. Newark, Delaware, "A New Nation", p. 8 and "Settling The New World", p. 100 (BICEP 1040).

STUDENT

Fisher, Leonard E., The Printers, 1965; The Homemakers, 1973; The Papermakers, 1965; The Weavers, 1966; The Silversmiths, 1964; The Glassmakers, 1966; The Shoemakers, 1967; The Wigmakers, 1965; The Hatters, 1965. New York, N.Y. Franklin Watts, Inc., (BICEP 9224-9231).

Sandler, Martin W. The Way We Lived, A Photographic Record of Work in a Vanished America. Boston, MA., Little Brown & Co., 1977 (BICEP 9064).

FOLLOW-UP ACTIVITIES

Students may wish to make a comparison time line tracing a specific job and recording changes over the years.

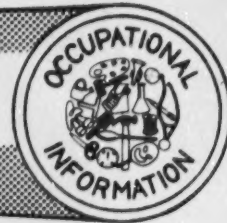
Students may wish to organize a debate based on the advantages of living in one era as opposed to another time period.

Students may wish to research old tools that were used in the early colonization of America. Some individual students may wish to design their own implements or frequent auctions to study form and design of these early American work props.

TEACHER'S NOTES

HISTORY

TRANSPORTATION TRAIL



MATERIALS/RESOURCES

Mural Paper
3" x 5" File Cards
Books about Transportation
Drawing Paper & Illustration Materials

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
Small Groups
TIME: Five Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

The students will compare the transportation methods used in America's Colonial period with present day transportation methods by means of a time line mural.

PROCEDURES

FIRST CLASS PERIOD

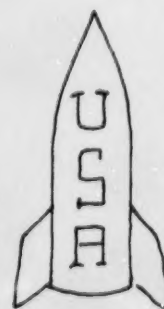
1. Brainstorm with students the means of transportation which are available to people in the 1970's.

2. List all ideas given by the group on chalkboard making sure to avoid duplication. Examples might include the following:

Taxi	Subway	Helicopter
Automobile	Hydrofoil	Bus
Airplane	Ocean Liner	Moon Rocket
Space Shuttle	Motorcycle	Bicycle
Diesel Train	Foot	

3. Ask students to consider the reasons for more sophisticated means of transportation in the 20th Century. Responses might include:

- A large population creates more demands for vehicles.
- A mobile society requires more means of transportation.
- Life roles and life styles demand greater speed in getting from one location to another.
- An increase in technology has caused new transportation methods to be available.



HISTORY

PROCEDURES Continued

4. Accept other plausible responses from students.
5. Culminate day's discussion by asking students to discuss with parents or other adults transportation methods which have become outdated for newer methods.

SECOND CLASS PERIOD

6. Begin discussion on transportation modes which are outdated. Examples might include:

- | | |
|----------------------|--------------------|
| - Covered Wagons | - Conestoga Wagons |
| - Steamboats | - Canal Barges |
| - Horses and Buggies | - Stagecoaches |
| - Street Cars | - Horses |
| - Clipper Ships | - Trains |



7. Discuss construction of a time line to indicate growth in transportation over the span of three hundred years in our country's development, including a place for futuristic planning.
8. Initiate a discussion of the facts to be included in the time line. Time spans can be divided into fifty year segments: 1700 - 1750 - 1800 - 1850 - 1900 - 1950 - 2000.

Topical headings to include are the following:

- Picture or illustration of mode of transportation
- Name of Inventor
- One sentence or paragraph about transportation from research written on 3" x 5" file card.

THIRD CLASS PERIOD

9. Provide students with resources so they can research information about transportation changes since 1700.
 - Social Studies textbooks
 - Resources on transportation from school library
 - Encyclopedias
10. Assist students in locating information.
11. Divide class into seven equal groups and assign fifty year span to each group.
12. Explain "division of labor" so all have a role to assume.

Example: One group may research between 1700 and 1715 and another between 1716 and 1730. One person may wish to do illustrations while another group may wish to write the most representative sentence or paragraph.

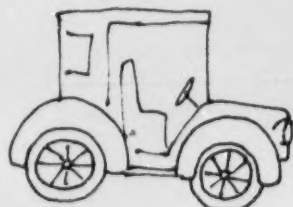
HISTORY

PROCEDURES Continued

13. Stress that all group members should be responsible for locating information.
14. Allow time for students to become comfortable with the process.

FOURTH AND FIFTH CLASS PERIODS

15. Prior to fourth class period have paper cut to desired length and decide the most appropriate placement of the time line in the classroom or hallway. Decide type of media most appropriate for fine and gross motor skills of students and have fifty-year segments blocked off.
16. Allow students to work on their group role responsibilities.
17. Assist students as they work on collecting information, drawing or locating pictures/illustrations.
18. Culminate activity by placing illustrations and written information on time line mural. Display for class to review their efforts.



SUPPLEMENTARY RESOURCES

TEACHER

Finn, Peter and Lawson, Jane. Career Education Activities for Subject Area Teachers, Levels K-6. Cambridge, MA., Abt Publications, Inc., "Roll It", pp.249-252,1975, (BICEP 3076).

TEACHER AND STUDENTS

Forte, Imogene et al., Center Stuff for Nooks, Crannies and Corners. Nashville, Tenn., Incentive Publications, Inc., 1973, "Past, Present and Future", pp. 214-221 (BICEP 3040).

STUDENT

Knight, David C. From Log Roller to Lunar Rover. New York, N.Y., Parents' Magazine Press, 1975 (BICEP).

FOLLOW-UP ACTIVITIES

Students could identify all the types of jobs related to the means of transportation discussed in the activity. Then advantages and disadvantages of these types of jobs can be charted as well as seasonal, geographic and economic considerations for these types of occupations.

TEACHER'S NOTES

HISTORY

FUTURE DREAMS



MATERIALS/RESOURCES

"Future Dreams" Worksheet
Drawing Materials
12" x 18" Pieces of Colored Oaktag
White Composition Paper
Biographies of Famous People
Old Book Jackets (Optional)

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
Individual
TIME: Three Class Periods
Ongoing

INSTRUCTIONAL OBJECTIVE

Students will enumerate achievements of famous people in their chosen careers and write an illustrated paragraph about these achievements.

PROCEDURES

FIRST CLASS PERIOD

1. Initiate discussion by brainstorming about dreams or fantasies that students may have. Direct responses should include only those which have positive implications.
 - Those where the student was a hero/heroine
 - Those where the student made a contribution to society
 - Those where the student received praise for a job well done.
2. Continue discussion by putting in a realistic element. Have students share their thoughts about famous people who probably had dreams also to accomplish great things. Examples which the students or teacher might suggest are:

Thomas Alva Edison
Alexander Graham Bell
Helen Keller
John F. Kennedy
Jonas Salk
Babe Ruth
Henry Ford
Jacques Costeau
Mary Tyler Moore

John Wayne
John Paul Jones
Leonard Bernstein
Eleanor Roosevelt
Hank Aaron
Louisa May Alcott
Frank Lloyd Wright
Martin Luther King

HISTORY

PROCEDURES Continued

SECOND CLASS PERIOD

3. Instruct students to think about a variety of workers who may have dreams about success in their own fields of endeavor.
4. Refer to "Future Dreams" worksheet. Explain the directions carefully. Students will have to look up the worker (in dictionary) and then speculate on what he/she might consider the best dream to find accomplishment in his/her field.
5. Allow students to complete worksheet independently and then share their "dreams" with the entire class. Encourage creative thought.

THIRD CLASS PERIOD

6. Direct students to written and artistic aspects of activity.
7. Distribute oaktag and white composition paper. Explain that every student is to identify a famous person (they may include themselves in that category) and illustrate an event in the person's life that shows his/her greatest accomplishment.
8. On white composition paper direct students to write a paragraph describing that event. Review rules for writing a complete paragraph. Suggest that students draft one on yellow composition paper first and have either the teacher or another student proofread for complete sentences, correct spelling, appropriate word choice and well thought out ideas.
9. Suggest that students may wish to reread portions of biographies to refresh their memories on key events as well as insure accuracy.
10. Upon completion, display "Future Dreams" on a classroom bulletin board.

HISTORY

STUDENT ACTIVITY SHEET

FUTURE DREAMS

DIRECTIONS: Everyone has dreams and aspirations to become successful in their careers. Below are words which represent different careers and occupations. Make sure you understand the occupation and then dream about what they would consider to be the ultimate success in their lives.

Example: A president might dream of a world at peace with no worries about inflation or trouble on domestic or foreign issues.

Gymnast _____

Television Producer _____

Oceanographer _____

Artist _____

Surgeon _____

Veterinarian _____

Energy Analyst _____

Meteorologist _____

Fashion Designer _____

YOU! _____

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HISTORY

SUPPLEMENTARY RESOURCES

TEACHER

Crowley, Eunice and Schwartz, Irma. An Integration of Self Awareness Themes and Fourth Grade Social Studies. So. Huntington, N.Y., South Huntington Public Schools (BICEP 3124).

STUDENT

Brenner, Barbara. On The Frontier With Mr. Audubon. New York, N.Y., Coward, Mann and Gesaghegan, Inc., 1977 (BICEP).

Evans, Mark. Scott Joplin and The Rag Time Years. New York, N.Y., Dodd Mead & Co., 1976 (BICEP).

Haskins, James. The Life and Death of Martin Luther King, Jr. New York, N.Y., Lothrop, Lee and Shepard Co., 1977 (BICEP).

FOLLOW-UP ACTIVITIES

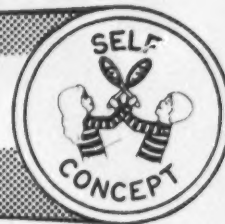
Students may wish to do further research into the famous person and dress up as the person to come into the class and tell of their lives..in short skits or giving a short speech. There could be a play concerning all these people and students could "recreate history".

TEACHER'S NOTES

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HISTORY

GALLERY OF HEROINES



MATERIALS/RESOURCES

Books and Multi-Media Appropriate to Famous Females

"Gallery of Heroines" Worksheet

Chalkboard

Experience Paper

DETAILS

LEVEL: Intermediate

TYPE: Entire Group
Individual

TIME: Two Class Periods
On Going

INSTRUCTIONAL OBJECTIVE

Students will recognize the contributions made to society by women, both in the past and in the present, and be cognizant of the necessity of aspiring to personal self-fulfillment in spite of occasional handicaps and misrepresentation of a female's abilities.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by asking students to brainstorm names, occupations/careers and or significant contributions made by women with which they are familiar.
2. List all names, occupations/careers and or significant contributions on experience chart paper, chalk board or on pre-arranged bulletin board space.
Note To Teacher: Most immediate responses will be those women who are television personalities and sports heroines. Allow for this limited knowledge at first since the purpose of the activity is to broaden the students' knowledge of significant females as well as help students break down stereotypic images of limited areas in which women have excelled. As the activity matures, the students will have a better understanding of the fact that personal goals and aspirations help fulfill one's life and benefit society as a whole, whether one is male or female.

SECOND CLASS PERIOD

3. Extend categories on wall chart, experience paper, or bulletin board to now include:

NAME:	Eleanor Roosevelt
BIRTH/DEATH DATE:	1884-1962
PROFESSION/CAREER:	First Lady Humanitarian
CONTRIBUTION:	First chairperson of the United Nations Human Rights Commission

HISTORY

PROCEDURES Continued

4. Do a sample with the students providing the name of a female they have not previously mentioned.
5. Introduce the following names and ask students to research these females. Provide students with books, filmstrips and other appropriate media so they can find the information. Utilize the "Gallery of Heroines" research worksheet for study purposes. Students can research independently or do the work in partners.

Sample names included below:

Amelia Earhart
Louisa May Alcott
Queen Victoria
Susan B. Anthony

6. Upon completion of research, students may report their findings to the class by way of a report or illustration. Students may also wish to dress in the garb of the famous female and share their research information in this manner.

HISTORY

STUDENT ACTIVITY SHEET

GALLERY OF HEROINES

Directions:

Research the following females by gathering information in the categories listed below. Take notes on additional information besides these categories which you may wish to share with the rest of your class.

NAME	BIRTH/DEATH DATE	PROFESSION/CAREER	CONTRIBUTION TO SOCIETY
Ameila Earhart			
Louisa May Alcott			
Queen Victoria			
Susan B. Anthony			
Elizabeth Fry			
Helen Keller			
Marian Anderson			
Gertrude Stein			
Margaret Thatcher			
Harriet Tubman			
Patricia Harris			
Mary Baker Eddy			
Madame Curie			

HISTORY

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STUDENT ACTIVITY SHEET

GALLERY OF HEROINES

NAME	BIRTH/DEATH DATE	PROFESSION/CAREER	CONTRIBUTION TO SOCIETY
Pearl Buck			
Emily Dickinson			
Barbara Walters			
Wilma Rudolph			
Chris E. Lloyd			
Estee Lauder			
Jane Adams			
Clara Barton			
Beverly Sills			
"Coco" Chanel			
Edith Head			
Annie Sullivan			

HISTORY

SUPPLEMENTARY RESOURCES

TEACHER AND STUDENT

Spillet, Roxanne and Gilmore, Mary. From Dreams To Reality-Adventures in Careers. New York, N.Y., Girl Scouts of the United States of America, 1978 (BICEP).

Witte, Carol. The Career Workbook, Elementary. Manhattan Beach, CA., Teachers, 1978, "Careers of Famous People", p. 17 (BICEP 3157).

STUDENT

Burt, Olive W. Black Women of Valor. New York, N.Y., Julian Messner, Inc., 1974 (BICEP).

Hollander, Phyllis. One Hundred Greatest Women In Sports. New York, N.Y., Grosset and Dunlop, Inc., 1976 (BICEP).

Ingraham, Claire and Ingraham, Leonard. An Album of Women in History. New York, N.Y., Franklin Watts, Inc., 1972 (Osterville).

Meltzer, Ida S., Editor. Significant American Women. Chicago, Ill., Children's Press, Inc., 1974 (BICEP).

FOLLOW-UP ACTIVITIES

Students may wish to invite into their classroom significant career women in their immediate community and have these guests discuss their life goals and what they consider as most significant in their work setting.

TEACHER'S NOTES

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HISTORY

Appendices

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Name Tag Pendants	Self Concept Sub Goal A	Self		
Comfy Corners	Self Concept Sub Goal C	Self	Geography/Map Skills School/Community	Fine Arts & Humanities/Crafts
Clock-Of-Life	Self Concept Sub Goal C	Self		Mathematics/Time
Who Decides What?	Decision Making Sub Goal D	Self	School/Community	
Insight Insignia	Self Concept Sub Goals A, E	Self	History	Fine Arts & Humanities/ Drawing & Painting
Mint-Fresh Money	Self Concept Sub Goal C	Self	History	Fine Arts & Humanities/Crafts

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Time's-A-Flying	Self Concept Sub Goal F	Self		Mathematics/Time
How Much, How Well, How Fast Productivity	Economic Awareness Sub Goal F	Self		Mathematics/Time
Rewards For A Job Well Done	Attitudes Sub Goals F, G	Self		
Rewards of Work	Attitudes Sub Goals E, G	Self		Mathematics/Graphing
Hobby-Career Match	Self Concept Sub Goal C	Self		Reading/Language Arts/ Written Expression
Work Ethics	Attitudes Sub Goal B	Self		

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Needs Versus Wants	Economic Awareness Sub Goal B	Self		Reading/Language Arts
How Do I Measure Up?	Self Concept Sub Goal C	Self		
Work Skills	Occupational Information Sub Goals B, F	Self	School/Community	Reading/Language Arts/References
Would You Like My Business Card?	Self Concept Sub Goal A	Self	Community Workers	Fine Arts & Humanities/ Drawing & Painting
All In Our Family	Attitudes Sub Goal A	Family		Fine Arts & Humanities/ Drawing & Painting
We've Come A Long Way	Attitudes Sub Goal A	Family	History	Fine Arts & Humanities/ Drawing & Painting

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Family Hobby Tree	Interpersonal Skills Sub Goal C	Family	History	Fine Arts & Humanities/Crafts
Appreciation Occasion	Interpersonal Skills Sub Goals C, E	Family	Community Workers	Fine Arts & Humanities/ Drawing & Painting
A Friend Is...	Interpersonal Skills Sub Goal D	Friends		Reading/Language Arts/ Listening Skills Fine Arts and Humanities/ Drawing and Painting
Give A Friend A Punch	Interpersonal Skills Sub Goal H	Friends		Reading/Language Arts/ Oral Communication
Super Secrets	Interpersonal Skills Sub Goal A	Friends		Reading/Language Arts/ Oral Communication
All Alike 420	Interpersonal Skills Sub Goal H	Friends	School/Community	Reading/Language Arts/ Oral Communication 421

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Two Sides To Every Coin	Interpersonal Skills Sub Goal A	Friends		Fine Arts and Humanities/ Drawing and Painting
Frustration Encounter	Interpersonal Skills Sub Goal B	Friends		Health and Physical Education/ Knowledge and Attitudes
Tower Power	Interpersonal Skills Sub Goal E	Friends	School/Community	Fine Arts and Humanities/ Crafts
Last Decision On Earth	Decision Making Sub Goal F	Friends	School/Community	
Work Versus Relaxa- tion	Attitudes Sub Goal	School/ Community		
Class-y Cleaners	Occupational Information Sub Goal	School/ Community	Self Personal Goals	Reading/Language Arts/ Listening Skills

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Bus Safety Rules	Interpersonal Skills Sub Goal A	School/ Community	Self Personal Goals	
Wheels 'N Other Good Stuff	Interpersonal Skills Sub Goal E	School/ Community		Health and Physical Education/ Attitudes
Give A Little, Get A Lot	Attitudes Sub Goal A	School/ Community	Family Friends	Reading/Language Arts/ Oral Communication
School Workers	Interpersonal Skills Sub Goal D	School/ Community	Community Workers	Reading/Language Arts/ Written Expression/Oral Commun- ication
Product Ice Cream	Interpersonal Skills Sub Goal H	School/ Community	Community Workers	Reading/Language Arts/ Reference Skills Health and Physical Education/ Nutrition
Who Volunteers?	Attitudes Sub Goal A	School/ Community	Community Workers	Reading/Language Arts/ Reference Skills

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Whom Did You Help Today?	Attitudes Sub Goal A	School/ Community		
Architectural Barriers	Interpersonal Skills Sub Goal A	School/ Community		Health and Physical Education/ Attitudes
School Community Interviews	Attitudes Sub Goal A	School/ Community		Reading/Language Arts/ Oral Communication
Work Sounds	Occupational Information Sub Goal F	Community Workers		Reading/Language Arts/ Listening Skills
Behind Store Number # 1	Occupational Information Sub Goal B	Community Workers		Fine Arts and Humanities/ Crafts
Be A Firefighter	Occupational Information Sub Goal B	Community Workers		Reading/Language Arts/ Listening Skills

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Do-Ers Profile	Attitudes Sub Goal G	Community Workers	School/Community	Reading/Language Arts/ Reference Skills
Our Community Workers	Occupational Information Sub Goal K	Community Workers	Geography	Reading/Language Arts/ Listening Skills Fine Arts and Humanities/ Drawing and Painting
Some Mail	Occupational Information Sub Goal A	Community Workers	Geography	Reading/Language Arts/ Oral Communication Written Expression
Job-O	Occupational Information Sub Goal F	Community Workers		Reading/Language Arts/ Reference Skills
The Unusual World of Work	Occupational Information Sub Goal A	Community Workers		Reading/Language Arts/ Oral Communication Written Expression
Hats Off	Occupational Information Sub Goal A	Community Workers		Fine Arts and Humanities/ Drawing and Painting

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
All Aboard The Cluster Express	Occupational Information Sub Goal F	Community Workers		Fine Arts and Humanities/ Drawing and Painting
Vehicle Day Display	Occupational Information Sub Goals A, K	Community Workers		Social Studies Reading/Language Arts/ Reference Skills
Neat Feet	Occupational Information Sub Goal H	Community Workers		Reading/Language Arts/ Written Expression
Walking Tall	Interpersonal Skills Sub Goal G	Community Workers		Fine Arts and Humanities/ Drawing and Painting Health and Physical Education/ Attitudes and Knowledge
Copy Cat Library	Occupational Information Sub Goal A	Community Workers		Reading/Language Arts Reference Skills
Every Person Has Rights	Interpersonal Skills Sub Goal A	Community Workers		Fine Arts and Humanities/ Drawing and Painting Health and Physical Education/ Attitudes

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Work It Out	Occupational Information Sub Goal F	Community Workers		Reading/Language Arts/ Oral Communication
The Postal Carrier Comes To Visit	Occupational Information Sub Goal B	Community Workers	Geography/Map Skills	Fine Arts and Humanities/ Drawing and Painting
Homespun Helpers	Attitudes Sub Goal A	Community Workers	Family	
You've Got The Goods I Give The Service	Economic Awareness Sub Goal A	Community Workers	Geography/Regions	Fine Arts and Humanities/ Drawing and Painting
Many Hands Make Many Products	Economic Awareness Sub Goal A	Community Workers	Geography/Regions	Mathematics/Graphs and Fractions
Jobs Afloat	Occupational Information Sub Goal J	Community Workers		Reading/Language Arts/ Oral Communication

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Workers Selling Products	Occupational Information Sub Goal B	Community Workers	Self	Mathematics/Graphs and Fractions
The Subject-Skill- Job Connection	Occupational Information Sub Goal C	Community Workers	School/Community	Mathematics/Graphs and Fractions
Equality Survey	Decision Making Sub Goal D	Community Workers		
Our Law Enforcers	Occupational Information Sub Goal	Community Workers		
Walk Around The Block	Occupational Information Sub Goal K	Geography	Community Workers	Reading/Language Arts/ Reference Skills
Our Town	Self Concept Sub Goal D	Geography		435

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Happy Trails	Self Concept Sub Goal E	Geography		
Travel Time	Decision Making Sub Goals D,E	Geography		Mathematics/Money Application
Seasonal Jobs	Occupational Information Sub Goal J	Geography		Reading/Language Arts/ Newspaper Skills
Climatic Situations	Decision Making Sub Goal G	Geography		Reading/Language Arts/ Reference Skills Fine Arts and Humanities/ Crafts
Shopping Winter Sports	Economic Awareness Sub Goal E	Geography	Community Workers	Reading/Language Arts/ Reference Skills
What Do City People Do?	Occupational Information Sub Goal K	Geography	Community Workers	Fine Arts and Humanities/ Drawing and Painting

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Exploring Your Community	Occupational Information Sub Goal K	Geography		Fine Arts and Humanities/ Drawing and Painting
Learning About My City	Economic Awareness Sub Goal D	Geography	History	Reading/Language Arts/ Reference Skills
A City Study	Occupational Information Sub Goals J.K	Geography	History	Reading/Language Arts/ Reference Skills Mathematics/Graphs and Fractions
Map It Out	Occupational Information Sub Goal K	Geography	Community Workers	Mathematics/Graphs and Fractions
Map Making	Occupational Information Sub Goal J	Geography		Reading/Language Arts/ Reference Skills Fine Arts and Humanities/Crafts
Do You Know Your World?	Occupational Information Sub Goal J	Geography		Reading/Language Arts/ Reference Skills

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Please Vote	Decision Making Sub Goals D, F	Government		Reading/Language Arts/ Oral Communication Fine Arts and Humanities/ Drawing and Painting
Matching The Bill of Rights to Occupations	Occupational Information Sub Goal A	Government	History	Reading/Language Arts/ Reference Skills
Time Will Tell	Self Concept Sub Goal F	History		Mathematics/Numeration
Dough Money	Economic Awareness Sub Goal D	History		Fine Arts and Humanities/Crafts Mathematics/Measurement
Exploration Bound	Occupational Information Sub Goal J	History		
The Work World In Colonial America	Occupational Information Sub Goal I	History		411

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Changes In The Work World	Occupational Information Sub Goal H	History		Mathematics/Graphs and Fractions
Transportation Trail	Occupational Information Sub Goal I	History		Fine Arts and Humanities Drawing and Painting
Future Dreams	Self Concept Sub Goals D,E	History		Reading/Language Arts Written Composition
Gallery of Heroines	Self Concept Sub Goal E	History		Reading/Language Arts Written Composition Reference

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